National Library
of Canada

Bibliothèque nationale
du Canada

Canadian Theses Service

Services des thèses canadiennes

Ottawa, Canada
K1A 0N4

CANADIAN THESES

THÈSES CANADIENNES

NOTICE

The quality of this microfiche is heavily dependent upon the quality of the original thesis submitted for microfilming. Every effort has been made to ensure the highest quality of reproduction possible.

If pages are missing, contact the university which granted the degree.

Some pages may have indistinct print especially if the original pages were typed with a poor typewriter ribbon or if the university sent us an inferior photocopy.

Previously copyrighted materials (journal articles, published tests, etc.) are not filmed.

Reproduction in full or in part of this film is governed by the Canadian Copyright Act, R.S.C. 1970, c. C-30. Please read the authorization forms which accompany this thesis.

THIS DISSERTATION
HAS BEEN MICROFILMED
EXACTLY AS RECEIVED

AVIS

La qualité de cette microfiche dépend grandement de la qualité de la thèse soumise au microfilmage. Nous avons tout fait pour assurer une qualité supérieure de reproduction.

S'il manque des pages, veuillez communiquer avec l'université qui a conféré le grade.

La qualité d'impression de certaines pages peut laisser à désirer, surtout si les pages originales ont été dactylographiées à l'aide d'un ruban usé ou si l'université nous a fait parvenir une photocopie de qualité inférieure.

Les documents qui font déjà l'objet d'un droit d'auteur (articles de revue, examens publiés, etc.) ne sont pas microfilmés.

La reproduction, même partielle, de ce microfilm est soumise à la Loi canadienne sur le droit d'auteur, SRC 1970, c. C-30. Veuillez prendre connaissance des formules d'autorisation qui accompagnent cette thèse.

LA THÈSE A ÉTÉ
MICROFILMÉE TELLE QUE
NOUS L'AVONS REÇUE

NL 339 (r. 86/01)

Canada

192

0-315-26924-3

National Library of Canada | Bibliothèque nationale du Canada

Canadian Theses Division | Division des thèses canadiennes

Ottawa, Canada
K1A 0N4

PERMISSION TO MICROFILM — AUTORISATION DE MICROFILMER

- Please print or type — Écrire en lettres moulées ou dactylographier

Full Name of Author — Nom complet de l'auteur
CHRISTIAN CHINIEN

Date of Birth — Date de naissance 13/11/46	Country of Birth — Lieu de naissance MAURITIUS

Permanent Address — Résidence fixe
R.R#1,
BOX #33, ATHELSTAN - QUEBEC - J0S-1A0

Title of Thesis — Titre de la thèse
THE EVALUATION OF A TRAINING PROGRAM IN BUSINESS AND INDUSTRY

University — Université
UNIVERSITY OF ALBERTA

Degree for which thesis was presented — Grade pour lequel cette thèse fut présentée
MED IN VOCATIONAL EDUCATION

Year this degree conferred — Année d'obtention de ce grade 1983	Name of Supervisor — Nom du directeur de thèse DR. F. D. J. ILOTT

Permission is hereby granted to the NATIONAL LIBRARY OF CANADA to microfilm this thesis and to lend or sell copies of the film.

The author reserves other publication rights, and neither the thesis nor extensive extracts from it may be printed or otherwise reproduced without the author's written permission.

L'autorisation est, par la présente, accordée à la BIBLIOTHÈQUE NATIONALE DU CANADA de microfilmer cette thèse et de prêter ou de vendre des exemplaires du film.

L'auteur se réserve les autres droits de publication; ni la thèse ni de longs extraits de celle-ci ne doivent être imprimés ou autrement reproduits sans l'autorisation écrite de l'auteur.

Date 7 October 1983	Signature

NL-91 (4/77)

THE UNIVERSITY OF ALBERTA

THE EVALUATION OF A TRAINING PROGRAM IN BUSINESS AND INDUSTRY FOR VOCATIONAL EDUCATION STUDENTS

by

Ⓒ CHRISTIAN CHINIEN

A THESIS
SUBMITTED TO THE FACULTY OF GRADUATE STUDIES AND RESEARCH
IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE
OF MASTER OF EDUCATION
IN
VOCATIONAL EDUCATION

DEPARTMENT OF INDUSTRIAL AND VOCATIONAL EDUCATION

EDMONTON, ABLERTA
Fall, 1983

THE UNIVERSITY OF ALBERTA

RELEASE FORM

NAME OF AUTHOR CHRISTIAN CHINIEN

TITLE OF THESIS THE EVALUATION OF A TRAINING PROGRAM IN BUSINESS AND INDUSTRY FOR VOCATIONAL EDUCATION STUDENTS

DEGREE FOR WHICH THESIS WAS PRESENTED MASTER OF EDUCATION

YEAR THIS DEGREE GRANTED 1983

Permission is hereby granted to the UNIVERSITY OF ALBERTA LIBRARY to reproduce single copies of this thesis and to lend or sell such copies for private, scholarly or scientific research purposes only.

The author reserves other publication rights, and neither the thesis nor extensive extracts from it may be printed or otherwise reproduced without the author's written permission.

(Signed) Ch. Chinien

PERMANENT ADDRESS:
R.R. 1, Athelstan
P.O. Box 33, Quebec
JOS - 140

DATED 7 October 1983

THE UNIVERSITY OF ALBERTA

FACULTY OF GRADUATE STUDIES AND RESEARCH

The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies and Research, for acceptance, a thesis entitled THE EVALUATION OF A TRAINING PROGRAM IN BUSINESS AND INDUSTRY FOR VOCATIONAL EDUCATION STUDENTS

submitted by CHRISTIAN CHINIEN

in partial fulfilment of the requirements for the degree of Master of EDUCATION

J. F. D. Platt

Supervisor

Date 7 October '83

ABSTRACT

The purpose of this study was to evaluate a two-weeks training program in business and industry ("stage") for all the graduating vocational education students of the Huntingdon School Board, in Quebec, for the school year 1981-82. The students were enrolled in two distinct types of programs: long vocational and short vocational. The program mix in the long vocational program was auto mechanic, business education, carpentry, clothing and textiles. The short vocational program comprised auto servicing and shop joinery.

The opinions of all participating vocational education students, cooperative employers and vocational teacher-coordinators were gathered to ascertain the worth of the program; the perceived degree of importance of the program objectives, and the effectiveness of the program in meeting these objectives.

Twenty-two program objectives were identified and classified in four categories: ten student objectives, five teacher objectives, four employer objectives and three school board objectives. Students were requested to evaluate only the ten student objectives; both employers and teachers were asked to assess all the 22 objectives. Three written questionnaires were specifically developed for this study. The students' and employers' questionnaires

were pilot tested and were respectively mailed to 83 students and 72 employers. The teacher-coordinators' questionnaire was administered to the six respondents on an individual basis in an interview setting.

A telephone follow-up was conducted to ensure the highest rate of returns. All the teacher-coordinators completed their questionnaires, and 72 students and 57 employers also completed and returned the questionnaires. All returned questionnaires were classified, and the responses coded and tabulated as to the degree of importance and degree of accomplishment of the program objectives. Responses regarding the overall program assessment were also coded and tabulated. The data gathered were reported and analyzed. Comparison of the responses were made between the three populations, and between the students and employers by program type and by specialty, to ascertain any existing differences in opinion among the respondents.

The main findings and conclusions of this study were:

1. In general the majority of the students, employers and teachers perceived that all the student oriented objectives are important and were all accomplished. A few differences in opinion were found among the respondents regarding the accomplishment of these objectives.

2. In general the majority of the employers and teachers perceived that the teacher, employer and school board-oriented objectives are important and were all accomplished. There

were a few major differences in opinion among the respondents regarding both the importance and the accomplishment of these objectives.

3. The need assessment analysis showed that in general the perceived degree of importance of the objectives is slightly higher than the degree of accomplishment. There were some agreement among the respondents regarding the priority ranking of the needs.

4. The number of students who obtained employment in their occupational training through the "stage" seems to indicate that this program is a viable means of placement for the students and also for increasing the correlation between occupation and training.

5. Approximately half of the students who had been on this program were employed at the time of this survey.

6. The majority of the students did not encounter any problems during the "stage."

7. Approximately half of the students felt that the duration of the "stage" should be extended for one or two weeks.

8. The great majority of the employers and teachers perceived a need for an advisory committee to help in promoting and organizing the "stage."

9. The majority of the respondents perceived coordination visits to be important for the "stage."

10. Half of the employers involved in this survey use the "stage" as a recruitment tool.

11. The cooperative employers are satisfied with the vocational graduates at their employ.

ACKNOWLEDGEMENTS

I wish to express my thanks and deep appreciation to Dr. J. F. D. Ilott, my advisor and chairman of my thesis committee, for his valuable help, advice and assistance throughout my graduate program, and especially in the conduct of this study. My sincere thanks are also extended to Dr. D. Collet and D. H. Roberts for agreeing to serve on my thesis committee and for the help rendered by them.

My expression of gratitude is also extended to Mr. M. Labelle, Educational Evaluation Consultant for the Huntington School Board for his advice and assistance; to all the cooperative employers; vocational teacher-coordinators and vocational education students for their contribution in completing the questionnaires.

Finally, my expression of deep gratitude are extended to my wife, France, and my son, Didier, for their patience, encouragement, support and understanding throughout my graduate program.

TABLE OF CONTENTS

PAGE

ACKNOWLEDGEMENTS vii

LIST OF TABLES xiv

LIST OF FIGURES xxii

CHAPTER

1. INTRODUCTION 1

    The Polyvalente Arthur Pigeon Training in Business and Industry 2

    The Problem 3

    The Purpose of the Study 4

    Need for the Study 5

    Assumption 6

    Limitations of the Study 7

    Definitions of Terms 8

    Procedure 9

2. REVIEW OF THE LITERATURE 11

3. METHODOLOGY 39

    Populations 39

    Instrumentation 39

        Student questionnaire 40

        Employer and teacher questionnaires 42

    Pilot Studies 45

    Data Collection 46

CHAPTER PAGE

Treatment of Data 47

Student responses 49

Employer and teacher responses 51

4. FINDINGS AND ANALYSIS 54

Evaluation of Student Oriented Objectives 54

Evaluation of Teacher Oriented Objectives 77

Evaluation of Employer Oriented Objectives 88

Evaluation of School Board Oriented Objectives 97

Need Assessment 104

Students' Overall Program Assessment 114

Coordination visits 114

Students hired by cooperative-employers 114

Reasons for not being hired 116

Employment status of students 119

Nature of employment 121

Transfer of training 123

Job titles of students 123

Difficulties encountered during the "stage" 125

What students liked best about the "stage" 125

What students liked least about the "stage" 128

Desirable changes to improve the "stage" 128

CHAPTER PAGE

Employers' Overall Program Assessment ... 132
  Readiness of students 132
  Duration of "stage" 132
  Timing of "stage" for business and industry 133
  Timing of "stage" in curriculum 133
  Use of "stage" as a recruitment tool ... 133
  Cooperative employers hiring students 134
  Reasons for not hiring students 135
  Vocational graduates hired through "stage" 135
  Employers' satisfaction with vocational graduates 137
  Advisory committee 137
  Evaluation of forms 138
  Importance of coordination visits 138
Teacher Coordinators' Overall Program Assessment 139
  Readiness of students 139
  Duration of "stage" 141
  Timing of "stage" for business and imdustry 141
  Timing of "stage" in curriculum 141
  Teachers' evaluation of students 141
  Objectivity of employers' evaluation 141
  Importance of coordination visits 142
  Tasks assigned to students 142
  Advisory committee 142

CHAPTER PAGE

Evaluation of Forms 142

Comparison of Employers' and Teachers' Overall Program Assessment 142

5. SUMMARY 146

The Problem 146

Populations 146

Procedure 146

Findings 148

Evaluation of Program Objectives 148

Student-oriented objectives 148

Teacher-oriented objectives 149

Employer-oriented objectives 150

School board-oriented objectives 151

Need Assessment 151

Students' Overall Program Assessment 151

Coordination visits 152

Placement through "stage" 152

Employment status of students 152

Nature of employment 152

Transfer of training 153

Difficulties encountered 153

What students liked best about the "stage" 153

What students liked least about the "stage" 153

Desirable changes to improve the "stage" . 154

CHAPTER PAGE

Employers and Teachers Overall Program Assessment 154

Readiness of students 154

Duration of "stage" 154

Timing of "stage" 154

Advisory committee 155

Evaluation of forms 155

Coordination visits 155

The "stage" as a recruitment tool 155

Cooperative employers hiring students 155

Student evaluation 156

Tasks assigned to students 156

Conclusions 156

Discussions on the Findings 158

Enrollment 158

Students securing employment 158

Difficulties encountered 159

Instructional function of "stage" 159

Duration of "stage" 159

Advisory committee 160

Coordination visits 160

Differences of opinions 161

Recommendations 162

BIBLIOGRAPHY 164

APPENDICES

1. Objectives of the "stage" 171

2. Student questionnaire and covering letter 174

CHAPTER PAGE

3. Employer questionnaire and covering letter 195

4. Teacher questionnaire 226

5. Details of the students', employers', and teachers' responses 255

6. Legend for interpreting histograms. 318

LIST OF TABLES

Tables Page

1. Distinction Between Intrinsic and Pay-Off Evaluation and Formative and Summative Evaluation 17
2. Frequency and Percentage Distribution of Students, Employers and Teachers Who Participated in the Evaluation of the "Stage" (1982) 48
3. Final Priority Ranking of the Needs Based on the Perceived Degree of Importance and Degree of Accomplishment of Students, Employers and Teachers 113
4. Distribution of Students' Responses Regarding Coordination Visits 115
5. Occupational Information of Students Hired by the Cooperative-employers through the "Stage" (1981-82) 117
6. Distribution of Students' Responses Regarding Reason for Not Being Hired 118
7. Distribution of Students' Responses Regarding Employment Status at Time of Survey 120
8. Distribution of Student Responses Regarding the Nature of Employment at Time of Survey 122
9. Distribution of Student Responses Regarding Transfer of Training 124
10. Distribution of Students' Responses Regarding Difficulties Encountered During the "Stage" 126
11. Distribution of Students' Responses Regarding What Students Liked Best During Their "Stage" 127
12. Distribution of Students' Responses Regarding What Students Liked Least About Their "Stage" 129

Tables Page

13. Distribution of Students' Responses Regarding Disirable Changes to Improve the "Stage" 131

14. Distribution of Employers' Responses Regarding Reasons for Not Hiring Students 136

15. Distribution of Teacher-Coordinators' Responses Regarding the Overall Program Assessment 140

16. Comparison of the Employers' and Teachers' Responses Regarding the Over-all Program Assessment 144

17. Frequency and Percentage Distribution of Students' Responses by Program Type and by Specialty Regarding the Degree of Importance of Objective No. 1 256

18. Frequency and Percentage Distribution of Students' Responses by Program Type and by Specialty Regarding the Degree of Importance of Objective No. 2 257

19. Frequency and Percentage Distribution of Students' Responses by Program Type and by Specialty Regarding the Degree of Importance of Objective No. 3 258

20. Frequency and Percentage Distribution of Students' Responses by Program Type and by Specialty Regarding the Degree of Importance of Objective No. 4 259

21. Frequency and Percentage Distribution of Students' Responses by Program Type and by Specialty Regarding the Degree of Importance of Objective No. 5 260

22. Frequency and Percentage Distribution of Students' Responses by Program Type and by Specialty Regarding the Degree of Importance of Objective No. 6 261

23. Frequency and Percentage Distribution of Students' Responses by Program Type and by Specialty Regarding the Degree of Importance of Objective No. 7 262

Tables Page

24. Frequency and Percentage Distribution of Students' Responses by Program Type and by Specialty Regarding the Degree of Importance of Objective No. 8 263

25. Frequency and Percentage Distribution of Students' Responses by Program Type and by Specialty Regarding the Degree of Importance of Objective No. 9 264

26. Frequency and Percentage Distribution of Students' Responses by Program Type and by Specialty Regarding the Degree of Importance of Objective No. 10 265

27. Percentage Distribution of Students' Responses by Program Type and by Specialty Regarding the Accomplishment of Objective No. 1 266

28. Percentage Distribution of Students' Responses by Program Type and by Specialty Regarding the Accomplishment of Objective No. 2 267

29. Percentage Distribution of Students' Responses by Program Type and by Specialty Regarding the Accomplishment of Objective No. 3 268

30. Percentage Distribution of Students' Responses by Program Type and by Specialty Regarding the Accomplishment of Objective No. 4 269

31. Percentage Distribution of Students' Responses by Program Type and by Specialty Regarding the Accomplishment of Objective No. 5 270

32. Percentage Distribution of Students' Responses by Program Type and by Specialty Regarding the Accomplishment of Objective No. 6 271

33. Percentage Distribution of Students' Responses by Program Type and by Specialty Regarding the Accomplishment of Objective No. 7 272

Tables Page

34. Percentage Distribution of Students' Responses by Program Type and by Specialty Regarding the Accomplishment of Objective No. 8 273

35. Percentage Distribution of Students' Responses by Program Type and by Specialty Regarding the Accomplishment of Objective No. 9 274

36. Percentage Distribution of Students' Responses by Program Type and by Specialty Regarding the Accomplishment of Objective No. 10 275

37. Percentage Distribution of Employers' Responses by Program Type and by Specialty Regarding the Degree of Importance and the Degree of Accomplishment of Objective No. 1 276

38. Percentage Distribution of Employers' Responses by Program Type and by Specialty Regarding the Degree of Importance and the Degree of Accomplishment of Objective No. 2 277

39. Percentage Distribution of Employers' Responses by Program Type and by Specialty Regarding the Degree of Importance and the Degree of Accomplishment of Objective No. 3 278

40. Percentage Distribution of Employers' Responses by Program Type and by Specialty Regarding the Degree of Importance and the Degree of Accomplishment of Objective No. 4 279

41. Percentage Distribution of Employers' Responses by Program Type and by Specialty Regarding the Degree of Importance and the Degree of Accomplishment of Objective No. 5 280

42. Percentage Distribution of Employers' Responses by Program Type and by Specialty Regarding the Degree of Importance and the Degree of Accomplishment of Objective No. 6 281

Tables Page

43. Percentage Distribution of Employers' Responses by Program Type and by Specialty Regarding the Degree of Importance and the Degree of Accomplishment of Objective No. 7 282

44. Percentage Distribution of Employers' Responses by Program Type and by Specialty Regarding the Degree of Importance and the Degree of Accomplishment of Objective No. 8 283

45. Percentage Distribution of Employers' Responses by Program Type and by Specialty Regarding the Degree of Importance and the Degree of Accomplishment of Objective No. 9 284

46. Percentage Distribution of Employers' Responses by Program Type and by Specialty Regarding the Degree of Importance and the Degree of Accomplishment of Objective No. 10 285

47. Percentage Distribution of Employers' Responses by Program Type and by Specialty Regarding the Degree of Importance and the Degree of Accomplishment of Objective No. 11 286

48. Percentage Distribution of Employers' Responses by Program Type and by Specialty Regarding the Degree of Importance and the Degree of Accomplishment of Objective No. 12 287

49. Percentage Distribution of Employers' Responses by Program Type and by Specialty Regarding the Degree of Importance and the Degree of Accomplishment of Objective No. 13 288

50. Percentage Distribution of Employers' Responses by Program Type and by Specialty Regarding the Degree of Importance and the Degree of Accomplishment of Objective No. 14 289

51. Percentage Distribution of Employers' Responses by Program Type and by Specialty Regarding the Degree of Importance and the Degree of Accomplishment of Objective No. 15 290

Tables Page

52. Percentage Distribution of Employers' Responses by Program Type and by Specialty Regarding the Degree of Importance and the Degree of Accomplishment of Objective No. 16 291

53. Percentage Distribution of Employers' Responses by Program Type and by Specialty Regarding the Degree of Importance and the Degree of Accomplishment of Objective No. 17 292

54. Percentage Distribution of Employers' Responses by Program Type and by Specialty Regarding the Degree of Importance and the Degree of Accomplishment of Objective No. 18 293

55. Percentage Distribution of Employers' Responses by Program Type and by Specialty Regarding the Degree of Importance and the Degree of Accomplishment of Objective No. 19 294

56. Percentage Distribution of Employers' Responses by Program Type and by Specialty Regarding the Degree of Importance and the Degree of Accomplishment of Objective No. 20 295

57. Percentage Distribution of Employers' Responses by Program Type and by Specialty Regarding the Degree of Importance and the Degree of Accomplishment of Objective No. 21 296

58. Percentage Distribution of Employers' Responses by Program Type and by Specialty Regarding the Degree of Importance and the Degree of Accomplishment of Objective No. 22 297

59. Frequency and Percentage Distribution of the Vocational Teachers' Responses Regarding the Degree of Importance of the 22 Objectives of the "Stage" 298

60. Frequency and Percentage Distribution of the Vocational Teachers' Responses Regarding the Degree of Accomplishment of the 22 Objectives of the "Stage" 299

Tables Page

61. Comparison of Students', Employers' and Voc. Teachers' Responses Regarding the Importance of the 10 Student-Oriented Objectives of the "Stage" 300

62. Comparison of Students', Employers' and Voc. Teachers' Responses Regarding the Accomplishment of the 10 Student-Oriented Objectives of the "Stage" 301

63. Comparison of Employers' and Voc. Teachers' Responses Regarding the Importance and Accomplishment of the 5 Teacher-Oriented Objectives of the "Stage" 302

64. Comparison of Employers' and Voc. Teachers' Responses Regarding the Importance and Accomplishment of the 4 Employer-Oriented Objectives of the "Stage" 303

65. Comparison of Employers' and Voc. Teachers' Responses Regarding the Importance and Accomplishment of the 3 School Board-Oriented Objectives of the "Stage" 304

66. Distribution of Employers' and Teachers' Mean Discrepancy Scores and Priority Ranking of Needs for the Students, Teachers, Employers and School Board Oriented Objectives 305

67. Frequency and Percentage of Students' Responses by Program Type and by Specialty Regarding the Degree of Importance of Coordination Visits 306

68. Frequency and Percentage Distribution of Students' Responses Related to Occupational Information 307

69. Frequency and Percentage Distribution of Students' Responses by Program Type and by Specialty Regarding Difficulties Encountered During the "Stage" 308

Tables Page

70. Frequency and Percentage Distribution of Students' Responses by Program Type and by Specialty Regarding "What the Students Liked Best" During Their "Stages" 309

71. Frequency and Percentage Distribution of Students' Responses by Program Type and by Specialty Regarding "What Students Liked Least" During Their "Stages" 310

72. Frequency and Percentage Distribution of Students' Responses by Program Type and by Specialty Regarding Desirable Changes to Improve the "Stage" 311

73. Distribution of Employers Responses Regarding the Overall Assessment of the "Stage" 312

74. Distribution of the Students' Mean Discrepancy Scores for the 10 Student-Oriented Objectives 314

75. Decision Matrix Used to Determine the Relative Priority of Each Objective as Perceived by Vocational Education Students 315

76. Decision Matrix Used to Determine the Relative Priority of Each Objective as Perceived by Cooperative Employers 316

77. Decision Matrix Used to Determine the Relative Priority of Each Objective as Perceived by Vocational Teachers 317

LIST OF FIGURES

Figure Page

1. A Diagrammatic Representation of Hammond's E.P.I.C. Evaluation Model 22

2. A Representation of the Process of Judging the Merit of an Educational Program based on the Stake Contenance Evaluation Model 25

3. Four Types of Evaluation of the Stufflebeam C.I.P.P. Evaluation Model 29

4. Histogram Showing the Percentage Distribution of the Students', Employers' and Teachers' Ratings Related to the Importance and Accomplishment of Objective No. 1 56

5. Histogram Showing the Percentage Distribution of the Students', Employers' and Teachers' Ratings Related to the Importance and Accomplishment of Objective No. 2 58

6. Histogram Showing the Percentage Distribution of the Students', Employers' and Teachers' Ratings Related to the Importance and Accomplishment of Objective No. 3 60

7. Histogram Showing the Percentage Distribution of the Students', Employers' and Teachers' Ratings Related to the Importance and Accomplishment of Objective No. 4 62

8. Histogram Showing the Percentage Distribution of the Students', Employers' and Teachers' Ratings Related to the Importance and Accomplishment of Objective No. 5 64

9. Histogram Showing the Percentage Distribution of the Students', Employers' and Teachers' Ratings Related to the Importance and Accomplishment of Objective No. 6 66

Figure Page

10. Histogram Showing the Percentage Distribution of the Students', Employers' and Teachers' Ratings Related to the Importance and Accomplishment of Objective No. 7 68

11. Histogram Showing the Percentage Distribution of the Students', Employers' and Teachers' Ratings Related to the Importance and Accomplishment of Objective No. 8 71

12. Histogram Showing the Percentage Distribution of the Students', Employers' and Teachers' Ratings Related to the Importance and Accomplishment of Objective No. 9 73

13. Histogram Showing the Percentage Distribution of the Students', Employers' and Teachers' Ratings RElated to the Importance and Accomplishment of Objective No. 10 75

14. Histogram Showing the Percentage Distribution of the Employers' and Teachers' Ratings Related to the Degree of Importance and Degree of Accomplishment of Objective No. 11 79

15. Histogram Showing the Percentage Distribution of the Employers' and Teachers' Ratings Related to the Degree of Importance and Degree of Accomplishment of Objective No. 12 81

16. Histogram Showing the Percentage Distribution of the Employers' and Teachers' Ratings Related to the Degree of Importance and Degree of Accomplishment of Objective No. 13 83

17. Histogram Showing the Percentage Distribution of the Employers' and Teachers' Ratings Related to the Degree of Importance and Degree of Accomplishment of Objective No. 14 85

18. Histogram Showing the Percentage Distribution of the Employers' and Teachers' Ratings Related to the Degree of Importance and Degree of Accomplishment of Objective No. 15 87

Figure Page

19. Histogram Showing the Percentage Distribution of the Employers' and Teachers' Ratings Related to the Degree of Importance and Degree of Accomplishment of Objective No. 16 90

20. Histogram Showing the Percentage Distribution of the Employers' and Teachers' Ratings Related to the Degree of Importance and Degree of Accomplishment of Objective No. 17 92

21. Histogram Showing the Percentage Distribution of the Employers' and Teachers' Ratings Related to the Degree of Importance and Degree of Accomplishment of Objective No. 18 94

22. Histogram Showing the Percentage Distribution of the Employers' and Teachers' Ratings Related to the Degree of Importance and Degree of Accomplishment of Objective No. 19 96

23. Histogram Showing the Percentage Distribution of the Employers' and Teachers' Ratings Related to the Degree of Importance and Degree of Accomplishment of Objective No. 20 98

24. Histogram Showing the Percentage Distribution of the Employers' and Teachers' Ratings Related to the Degree of Importance and Degree of Accomplishment of Objective No. 21 101

25. Histogram Showing the Percentage Distribution of the Employers' and Teachers' Ratings Related to the Degree of Importance and Degree of Accomplishment of Objective No. 22 103

26. Profile Showing the Comparison of the Students Rating of Importance and Accomplishment for the 10 Student-Oriented Objectives 106

27. Profile Showing the Comparison of Employers and Teachers Ratings for the Importance of the 22 Objectives of the "Stage" 107

Figure Page

28. Profile Showing the Comparison of the Employers and Teachers Ratings for the Accomplishment of the 22 Objectives of the "Stage" 108

29. Profile Showing the Comparison of the Employers Ratings of Importance and Accomplishment for the 22 Objectives of the "Stage" 109

30. Profile Showing the Comparison of Teachers Ratings of Importance and Accomplishment for the 22 Objectives of the "Stage" 111

CHAPTER 1

Introduction

The institutionalization of education for work started with the advent of the Industrial Revolution, because the traditional apprenticeship training system was unable to meet the increasing demand for trained workers. However, educational institutions have never been fully satisfactory substitutes for apprenticeship, mainly because schools cannot create the psychological environment and conditions prevailing in the industry.

There have been several attempts made to bridge that gap between education and work, and these efforts have resulted in the implementation of such programs commonly known today as cooperative vocational education, work study, work experience, and many others. Although the specific objectives of these programs may differ considerably, they do however have one common goal--to facilitate the transition of students from school to the world of work.

The Polyvalente Arthur Pigeon

The Polyvalente Arthur Pigeon is a comprehensive secondary school under the jurisdiction of the Huntingdon School Board, in the province of Quebec. It has an enrollment capacity of 1,000 students. A yearly average of 30 percent of the student population choose a vocational route leading to entry-level competencies in an occupation. This school offers two distinct types of vocational education programs: namely: (a) Long Vocational courses; and (b) Short Vocational courses. Students enrolled in Long Vocational courses graduate in secondary five while those enrolled in Short Vocational courses graduate in secondary four. In this institution, the program mix for Long Vocational courses is: (a) carpentry; (b) auto mechanics; (c) business education; and (d) clothing and textiles. Two options are offered for Short Vocational programs: (a) shop joinery; and (b) auto servicing.

Training in Business and Industry

All vocational education students of the Polyvalente Arthur Pigeon must participate in a two/three-weeks training program in business or industry in the final year of their occupational training. This program is a modified form of cooperative vocational education. It is known in the province of Quebec as the "Stage en Milieu de Travail." Under this program the students spend two/three weeks in business or industry where they receive supervised training related to their occupational training acquired in the school. They are supervised in industry by the employers or supervisors, and also by the teacher-coordinators during periodical coordination visits. This program has been in operation for 10 years. It was implemented to enable the vocational education students to acquire some practical training in business or industry, which is complementary to their institutional training; and also to provide an initial contact for the students with the world of work, in view of facilitating their placement after graduation. The general objectives of this training program are outlined in a working document entitled: Politique-Cadre de Stages Industriels Pour les Finissant du Secteur Professionel de la Commission Scolaire de Huntingdon (1981) which is as follows:

1. To enable the student to develop an increased interest for his occupational training in a real work environment.
2. To enable the student to make a self-evaluation of his occupational training acquired within the school.
3. To enable the student to discover the necessary attitudes and qualities required for successful job performance.
4. To facilitate the transition between the school and the world of work.
5. To help the student learn to assume responsibility and to take initiative.
6. To help the student to develop a good sense of observation and to think critically at the higher cognitive levels.
7. To increase the student's employment opportunities and job satisfaction.
8. To enable the school to compare vocational education curriculum with the technological needs of business and industry. (p. 2)

The Problem

All vocational education students of the Polyvalente Arthur Pigeon must participate in a two/three-weeks mandatory training program in business and industry in the final year of their occupational training. Although this program has been in operation for 10 years, it has never been systematically evaluated, consequently, there are no empirical data to indicate its usefulness and its success in meeting the intended objectives.

The existence of this program depends entirely on the cooperation of employers and their willingness to invest their time and resources in this endeavour; it is therefore very important to ascertain their degree of satisfaction with this program in order to ensure their continuing support.

It is equally important to ascertain if the vocational education students and the vocational teacher-coordinators are satisfied with this program and if they perceive it as being useful and beneficial.

The Purpose of the Study

The purpose of this study was to evaluate short mandatory training program in business and industry for all graduating vocational education students of the Polyvalente Arthur Pigeon, in Huntingdon, Quebec. Data were gathered to ascertain the effectiveness and the usefulness of this program, together with the degree of satisfaction derived by all parties involved, so as to help in making recommendations for improvement where necessary. Specifically, this study sought to answer the following questions:

1. To what extent is the two/three-week training program in business and industry for all the graduating vocational education students of the Polyvalente Arthur Pigeon meeting the intended objectives stated in the working document of the Huntingdon School Board in Quebec?

2. What is the degree of importance of these objectives as perceived by students, vocational teachers and employers participating in this program?

Need for the Study

The shrinking educational budgets and the increasing demands from taxpayers for accountability in education have resulted in an increased interest in the evaluation of educational programs. Commenting on the necessity for educational institutions to carry out program evaluation, Anderson and Ball (1973) state:

> Trends indicate that interest in program evaluation has increased because funding sources require it; accountability demands it; it is essential to sound decision making; and it is necessary for program improvement. (p. 2)

Cooperative vocational education requires a comprehensive program evaluation to ascertain the program effectiveness; the successful achievement of program goals and objectives; and to provide a sound basis for decision making leading to program improvement. This position has been supported by Haines and Mason (1972); Crawford, Klaurens and Meyer (1975); Stadt and Gooch (1977); Mitchell (1977); Snell and Wanat (1980); Regan (1980); and many authors of books and articles on cooperative vocational education.

In the United States, it is mandatory for local educational agencies to conduct periodic evaluations of vocational education programs; and funding for such programs are conditional to performing these evaluations (Educational Amendments of 1976, Public Law 94-482, Title II, Vocational Education, Section 112b).

Serge Tessier, Directeur des Etudes of the Polyvalente Arthur Pigeon (1982), indicates that the training program for vocational education students in business and industry has been in operation for 10 years; and that systematic evaluation of this program has never been performed. The need for this study is further justified by the statement made by Girard Jacques and Morin Jacques (1979), in the "Schools of Quebec," which is as follows:

> The organization of on-the-job training is very difficult and numerous barriers between education and work often limit practical training to the workshops in secondary institutions. (p. 143)

This study was designed to provide useful information regarding the degree of importance of the program objectives and the effectiveness of the program in meeting these intended objectives, upon which recommendations were made for sound decision making to improve the program where the needs were identified.

Assumptions

Assumptions made in this study include the following.

1. That all individuals included in this study will willingly cooperate with the researcher in the data collection procedures; and

2. That all questions asked to individuals will be answered honestly and to the best of their knowledge and ability.

Limitations of the Study

This study had the following limitations:

1. The evaluation of the success, worth and effectiveness of the program was, to a large extent, based on opinions and perceptions of individuals involved in the program, consequently the findings must be interpreted in that context; and

2. The unfavorable economic conditions prevailing in the province of Quebec, with an unemployment rate of 15 percent, could have influenced some aspects of this evaluation negatively.

Scope of the Study

This study was specifically designed to evaluate the two/three weeks training program in business and industry for the graduating vocational education students of the Polyvalente Arthur Pigeon, Huntingdon, Quebec.

Only individuals who were directly involved in this program during the 1981-82 school year were included in this study.

Any findings and recommendations resulting from this study apply to the specified program at the Polyvalente Arthur Pigeon, consequently no generalizations can be made to other programs in other schools. However, it is hoped that the findings of this study may be of interest to other educational institutions; it may also stimulate their interest in conducting periodic evaluations of their own programs, and possibly the methodology employed here may be used as a guideline in similar endeavours.

Definitions of Terms

Cooperative Vocational Education. In the United States, part of the Vocational Educational Amendments of 1968 defined cooperative vocational education as follows:

> A program of vocational education for persons who, through a cooperative arrangement between the school and employers, receive instruction, including required academic courses and related vocational instruction by alternation of study in school with a job in (any) occupational field. The two experiences, related vocational instruction and job, must be planned and supervised by school and employers, so that each contributes to the student's education. Work periods and school attendance may be on alternate half-days, full days, weeks, or other periods of time.

Stage. A French term used in the province of Quebec to designate a modified form of cooperative vocational education, where the graduating vocational education students receive two to three weeks full-time supervised on-the-job training in business or industry related to their occupational training. The students are supervised in business or industry by the employers and by the teacher-coordinators during periodical coordination visits. The students receive no financial rewards from the employers while they are on "stage."

Vocational Education. The educational experiences offered at the secondary school level in Quebec that provide the students with skills and talents to develop capacities for entry level employment in business or industry.

Long Vocational Program. A program of vocational education offered in Quebec secondary schools, requiring five years of successful secondary school attendance for graduation.

Short Vocational Program. A program of vocational education offered in Quebec secondary schools, requiring four years of successful secondary school attendance for graduation.

Teacher-Coordinator. A teacher employed by the school board who has the responsibility of coordinating and supervising the students during their training program in industry and of providing the in-school occupational training to the students.

Employer. An enterprise (business or industry) which provides training to a vocational education student belonging to an educational institution, also referred to sometimes as cooperative-employer. These terms are used interchangeably.

Supervisor. Shall be defined as a person designated by an enterprise (business or industry) to supervise the students during their training period in business or industry.

Procedure

Data for this study were gathered through mailed questionnaires from the three groups of individuals who participated in the "stage" organised by the Polyvalente for the academic year 1981-82, namely: (a) graduating vocational education students; (b) cooperative-employers; and (c) vocational teacher-coordinators.

The questionnaires specifically designed for this study attempted to determine the perceptions of the students, employers and teachers regarding the degree of importance of the objectives formulated for the "stage," together with the effectiveness of this program in meeting these intended objectives. The three populations involved in this study were also requested to answer questions developed to survey other general aspects of the "stage" to generate data for an overall assessment of this program.

A telephone follow-up was conducted to ensure high returns. All questionnaires returned were coded, and the responses were compiled and analysed. The analyses attempted to determine the degree of importance and the degree of accomplishment of the objectives of the "stage" as perceived by students, employers and teachers. All questions related to the overall assessment of the "stage" were also compiled and analysed. Comparisons of the responses among the various groups included in this study were made where appropriate. The results of the analyses are presented in Chapter 4.

CHAPTER 2

Review of the Literature

This chapter reviews the literature relevant to: the definition of program evaluation, program evaluation theories, program evaluation models, evaluative studies in vocational education, work experience education and cooperative education, to provide a framework for designing, planning and conducting this study.

Program Evaluation Defined

Berk (1981) observes that Ralph Tyler (1942) was among the first to define "evaluation," in connection with the Eight-Year study at Ohio State University. Evaluation was defined as "the process of determining whether objectives of a program have been achieved--congruence between performance and objectives" (p. 4).

The Phi Delta Kappa National Study Committee on Evaluation defines education evaluation as: "the process of delineating, obtaining, and providing useful information for judging decision alternatives" (Stufflebeam, et al., 1971, p. 40). The P.D.K. Committee identifies eight key terms in this definition of education evaluation (as underlined above), and their definitions of these key terms are as follows:

1. Process--A particular and continuing activity subsuming many methods and involving a number of steps or operations.

2. Delineating--Identifying evaluative information required through an inventory of the decision alternatives to be weighed and the criteria to be applied in weighing them.

3. Obtaining--Making information available through such processes as collecting, organising, and analyzing and through such means as measurement, data processing, and statistical analysis.

4. Providing--Fitting information together into systems or subsystems that best serve the purposes of the evaluation, and reporting the information to the decision maker.

5. Useful--Satisfying the scientific, practical and prudential criteria and pertaining to the judgemental criteria to be employed in choosing among the decision alternatives.

6. Information--Descriptive or interpretive data about entities (tangible or intangible) and their relationships, in terms of some purpose.

7. Judging--The act of choosing among the several decision alternatives; the act of decision making.

8. Decision alternatives--Two or more different actions that might be taken in response to some situation requiring altered action. (pp. 40-43)

Another definition of evaluation is proposed by Worthen and Sanders (1973):

> Evaluation is the determination of the worth of a thing. It includes obtaining information for use in judging the worth of a program, product, procedure, or objective, or the potential utility of alternative approaches designed to attain specified objectives (p. 19).

Berk (1981) argues that the literature offers many different definitions of evaluation (e.g., Alkin, 1972; Cooley & Lohnes, 1976; Cronbach, 1963, 1977; Fink & Kosecoff, 1980; Freeman, 1977; Guba, 1966; Popham, 1975; Pasavac & Carey, 1980; Provus, 1967, 1971; Scriven, 1967; Stake, 1967; Stufflebeam et al., 1971; Walberg, 1974; Wolf, 1979). A careful analysis of these definitions shows that they all have one thing in common, i.e., "evaluation is the process of providing information for decision making" (p. 4).

Program Evaluation Theories

Manuel (1976) quoting Taylor and Cowley (1972) observes that "the history of curriculum evaluation is easily subdivided in three eras: pre-1930s, the Ralph Tyler era, and the present era" (p. 15). Manuel (1976) still quoting Ralph Tyler (1972, pp. 1 and 4) states that in the first era "evaluation was equated almost exclusively with the administration of standardized tests. Comparisons, when these were appropriate, were made between two groups or between target group and a set of norms" (p. 15). The second era was characterised "by its stress on stating objectives behaviorally and a lack of stress on valuing the objectives themselves" (p. 15). The characterization of the "present era of evaluation has been the attempt by several writers to formulate conceptual framework for curriculum evaluation" (p. 15).

Popham (1975) notes that although Scriven has not provided any model for educational evaluation, complete with "diagrams and flow charts," he has however brought "a series of important insights and clarifications regarding varied aspects of educational evaluation" (p. 26). Manuel (1976) argues that Scriven's contribution "is greatest in the theory of evaluation" (p. 15); for these reasons the recommendations made by Scriven regarding educational evaluation as reported by Popham (1975) are reviewed here.

The Formative and Summative Distinction

Popham (1975) observes that Scriven was the first evaluation theorist to make the distinction between formative and summative evaluation. In explaining formative and summative evaluation Collett (1981) provides the following interpretation:

> The purpose of formative evaluation is improvement. It is an evaluative approach suited for the development of new techniques or programs, or as an ongoing developmental approach. Summative evaluation, on the other hand, has been defined as a "final" or terminal evaluation of the worth or effectiveness of competing instructional programs. (p. 17)

Stufflebeam (1967) points out that the role of evaluation as providing information for decision making (proactive) is formative and that evaluation for accountability (retroactive) is summative. Many evaluators, however, believe that it is often difficult to differentiate between formative and summative evaluation, because numerous evaluations seem to contain both the formative and summative aspects.

Attention to the Quality of Goals

In reporting Scriven's recommendations for the quality of goals, Popham (1975) notes that "Scriven conceives evaluation as an assessment of merit" (p. 26). Scriven believes that educational evaluation is not merely to determine if the goals were achieved or not, but he stresses the need to evaluate the merit of these goals themselves. Scriven (1970) says "if goals aren't worth achieving then it is uninteresting how well they have been achieved" (p. 52), and he added "the evaluation proper must include as an equal partner with the measuring of performance against goals, procedures for the evaluation of the goals" (p. 52). Popham (1975) points out that Scriven recommends repudiation of the goals if evaluation shows that they are not suitable.

Goal and Role

Scriven also made the distinction between the goal and role of evaluation. In a recent evaluative study Collett (1981) reporting Scriven (1967) points out that "the goal of evaluation is to determine the worth of an educational unit" (p. 17). In the same study Collett (1981) referring to MacKay and Maguire (1971) notes that "the role of evaluation is broken into two broad categories by two other concepts advanced by Scriven, namely formative and summative evaluation" (p. 17).

Payoff Evaluation

Scriven (1970) identifies two approaches to educational evaluation, namely: "intrinsic evaluation" and "pay-off evaluation." The intrinsic evaluation approach focuses on intrinsic criteria (process criteria), while the pay-off evaluation approach focuses on extrinsic criteria (product criteria). Popham (1975) states: "although Scriven tends to stress pay-off evaluation rather than intrinsic evaluation, he is not disdainful of intrinsic evaluation" (p. 27). In fact Scriven (1970) himself states: "an evaluation involving some weighting of intrinsic criteria and some pay-off criteria might be a worthwhile compromise" (p. 54).

Worthen and Sanders (1973) in an attempt to provide an application to Scriven's paper on "The Methodology of Evaluation" of 1967 establish the distinctions between intrinsic, pay-off, formative and summative evaluations as shown in Table 1.

Comparative Evaluation

Scriven (1967) makes the distinction between comparative and non-comparative evaluation. Popham (1975) commenting on Scriven's paper on "The Methodology of Evaluation"(1967) states: "Scriven opts for a comparative orientation to evaluation, pointing out that the decision focus of educational evaluation typically involves choice among competing alternatives, hence requiring comparisons of the competitors" (p. 27).

Goal Free Evaluation

In reporting the recommendations made by Scriven regarding educational evaluation Popham (1975) observes that

Table 1

Distinctions between Intrinsic and Pay-off Evaluation and Formative and Summative Evaluation

	Intrinsic	Pay-Off
Formative	Judge intellectual integrity of content (e.g., structure sequence of content).	Judge interim effects for feedback or developers.
Summative	Final judgement of materials.	Final judgement of effects.

Source: Worthen and Sanders, Educational Evaluation: Theory and Practice, 1973.

Scriven made the difference between goal-based and goal-free evaluations. In a goal-based evaluation the evaluator limits himself to the program goal and to the extent to which these goals are achieved, whereas for the goal-free evaluation the evaluator focuses his attention on the intended as well as unanticipated outcomes of a program. Popham (1975) points out that "the chief advantage of goal-free evaluation is that it encourages the evaluator to be attentive to a wider range of program outcomes than might be the case with a goal-based evaluator who has been influenced to look at project results consonant with project aims" (p. 28).

Another concept emerging in the field of educational evaluation is the metaevaluation. Stufflebeam (1981) defines metaevaluation as "the assessment of the worth and merit of an evaluation" (p. 150). He also provides an operational definition of metaevaluation. "Metaevaluation is the process of delineating, obtaining, and using descriptive and judgemental information about the utility, practicality, ethics and technical adequacy of an evaluation in order to guide the evaluation and publicly to report its strengths and weaknesses" (p. 151).

Another innovative approach in educational evaluation has been advanced by Parlett and Hamilton (1972). They define their concept of evaluation as follows:

> Illuminative evaluation is introduced as belonging to a contrasting "antropological" research paradign

> Attempted measurement of "educational products" is abandoned for intensive study of the program as a whole: its rationale and evolution, its operations, achievements, and difficulties. The innovation is not examined in isolation, but in the school context or "learning milieu." Observation, interviews with participants (students, instructors, administrators and others), questionnaires, and analysis of documents and background information are all combined to help "illuminate" problems, issues and significant program features. (p. 1)

In this section evaluation has been defined and the Scriven's recommendations on educational evaluation have been reviewed to provide a framework for conducting this study.

All educational evaluation theorists seem to agree that evaluation is the process of providing information for decision making.

Scriven has provided educators with a sound theory on educational evaluation. According to Scriven the "goal" of evaluation is to determine the worth of an educational program, whereas the "role" of evaluation is to provide information for decision making (formative) or accountability (summative).

Scriven recommends that evaluation should not only assess the achievement of the program objectives, but also appraise the importance of these objectives. He indicates that evaluation should provide information on the intended objectives as well as unanticipated outcomes. Scriven supports the view that good evaluation includes both some measure of intrinsic and pay-off criteria.

The Scriven's recommendations on educational evaluation had the following implications in the design of this study:

1. Attention to both the formative and summative aspect of evaluation.

2. Evaluation of the degree of importance and the degree of accomplishment of the program objectives.

3. Evaluation of unanticipated outcomes of the program.

Program Evaluation Models

In this section program evaluation models designed by Tyler, Hammond, Metfessel and Michael, Stake and Stufflebeam are reviewed to provide a foundation for guiding the actions of this evaluative study. The model proposed by Scriven is not discussed here because Scriven's recommendations on educational evaluation have already been analysed earlier in this chapter to provide a theoretical framework for this study.

Tyler's Goal Attainment Model

Tyler (1942) provides one of the earliest approaches to evaluation, with very strong emphasis on objectives and performance.

According to Tyler's model of program evaluation, the general approach includes the following steps: (a) formulate goals and objectives; (b) define these objectives in behavioral terms; (c) specify ideal situations for the achievement of these objectives; (d) select appropriate measures;

(e) measure the achievement of the objectives; (f) compare the achievement with the previously established criteria.

In this approach if the goals are not attained it shows inadequacies in the program, and on the other hand the program is considered successful if the goals are met.

Hammond EPIC Evaluation Model

Hammond describes his evaluation model in his paper on "Evaluation at the Local Level" (1967). Hammond's approach to evaluation is the determination of the effectiveness of a program in achieving the intended objectives. A diagrammatic representation of Hammond's evaluation model is given in Figure 1. Hammond identifies three sets of variables in this model, namely instruction, institution and behavior. Under the set of variables identified as instruction, Hammond includes organisation, content, method, facilities and cost. The institutional variables include student, teacher, administrator, educational specialist, family and community. The behavioral variables comprise the psychomotor domain, the affective domain and the cognitive domain. The following quotes will help to clarify how Hammond conceives his evaluation model:

> The success or failure of innovations in modern programs of instruction is determined by the interaction of specific forces within educational environment. The forces affecting innovation are described in terms of specific dimensions and variables operating in a three-dimensional structure. The interaction of variables from each of the three dimensions produces combinations of variables described as factors to be considered in the evaluation of a given program. The importance of any

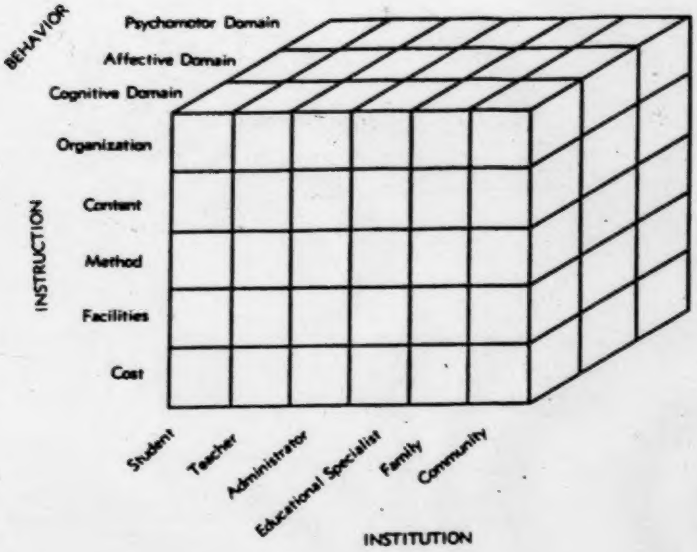

BEHAVIOR
Psychomotor Domain
Affective Domain
Cognitive Domain
INSTRUCTION
Organization
Content
Method
Facilities
Cost
Student
Teacher
Administrator
Educational Specialist
Family
Community
INSTITUTION

Figure 1.

Source: Worthen and Sanders, Educational Evaluation: Theory and Practice, 1973.

> combination of variables is determined by the nature of the instructional program selected for study. (p. 159)

Hammond's model of evaluation includes five basic steps: (a) isolate the subject to be evaluated in the program, (b) define the institutional and instructional variables, (c) formulate objectives in behavioral terms, (d) assess the behavior identified in the objectives, and (e) analyse the results of the assessment. In this model Hammond establishes the relationship between the degree to which the objectives are achieved and the three sets of variables, namely the instruction, the institution, and the behavior.

Metfessel and Michael Evaluation Model

Metfessel and Michael (1967) propose another evaluation model with strong emphasis on behavioral objectives. They identify eight main steps in their approach to evaluation. Popham (1975) reports these steps as follows:

1. Involve members of the total community.
2. Construct broad goals and specific objectives.
3. Translate specific objectives into forms that are communicable and that facilitate learning.
4. Develop measurement instrumentation.
5. Carry out periodic measurement.
6. Analyse measurement data.
7. Interpret analysed data.
8. Formulate recommendations for program change or modified goals and objectives. (p. 24)

The most useful contribution of this model is that it makes provision for criterion measures against which the actual achievement can be compared to determine if the objectives have been achieved.

Stake Contenance Model

Stake (1967) proposes his evaluation model in a paper entitled "The Contenance of Educational Evaluation." Evaluation presented in this model has two main operations, description and judgement, provided in data matrices, as illustrated in Figure 2. The description matrix comprises intent and observation and the judgment matrix includes standards and judgements. Stake suggests that the evaluator must collect information in intent, observation, standards and judgement in terms of antecedents, transactions and outcomes. Stake provides his definitions of antecedent, transactions and outcomes as follows:

An antecedent-- a condition existing prior to teaching and learning which may relate to outcomes. The status of the student prior to his lesson, i.e., his aptitude, previous experience, interest, and willingness, is a complex antecedent.

Transactions--are the countless encounters of students with teacher, student with student, author with reader, parent with counselor--the succession of engagement which comprise the process of education. Examples are the presentation of a film, a class discussion, the working of a

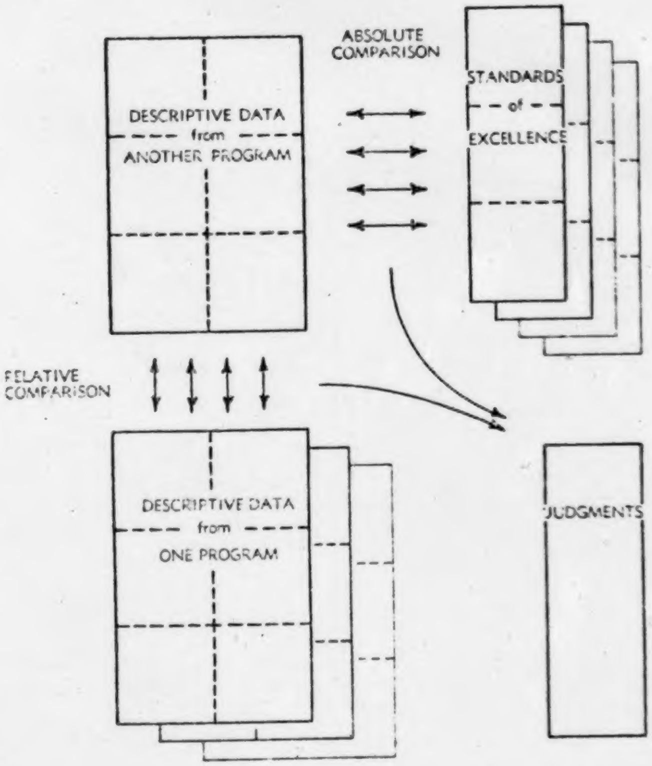

ABSOLUTE COMPARISON
DESCRIPTIVE DATA from ANOTHER PROGRAM
STANDARDS of EXCELLENCE
RELATIVE COMPARISON
DESCRIPTIVE DATA from ONE PROGRAM
JUDGMENTS

Figure 2.

A Representation of the Process of Judging the Merit of an Educational Program

Source: Worthen and Sanders, Educational Evaluation: Theory and Practice, 1973.

homework problem, an explanation on the margin of a term paper and the administration of a test.

Outcomes--as a body of information would include measurement of the impact of instruction of teacher, administrators, counselors, and others. Here, too, would be data on wear and tear of equipment, effect of the learning environment, cost required. Outcomes to be considered in evaluation include not only those that are evident, or even inexistent, as learning sessions end, but include applications, transfer, and relearning effect which may not be available for measurement until long after. In short, outcomes are the consequences of educating--immediate and long-range, cognitive and conative, personal and community-wide (p. 5).

The Stake model of evaluation calls for the need to identify the rationale of the program being evaluated. Stake (1967) says: "The rationale should provide the basis for evaluating intents" (p. 9).

Refering to the judgement matrix, Stake states that "there are two bases for judging the characteristics of a program: (1) with respect to absolute standards as reflected by personal judgements and (2) with respect to relative standards as reflected by characteristics of alternate programs" (p. 13).

Stufflebeam--CIPP Evaluation Model

CIPP designates the four types of evaluation comprised in this model, namely: context, input, process and product evaluation. Stufflebeam (1971) indicates that this evaluation model provides information for decision making with regard to planning, programming, implementing and recycling educational programs. Stufflebeam suggests that these decisions can be served by four types of evaluation: context, input, process and product.

Stufflebeam describes the purpose of context, input, process and product evaluations as follows:

> Context--evaluation is the most basic type. It is to provide a rationale for determination of objectives. Specifically, it defines the relevant environment, describes the desired and actual conditions pertaining to that environment, identifies unmet needs and unused opportunities, and diagnoses the problems that prevent needs being met and opportunities being used. Diagnosis of problems provides an essential basis for developing objectives whose achievement results in program improvement. (p. 218)
>
> Input--evaluation is to provide information for determining how to utilize resources to meet program goals. This is accomplished by identifying and assessing (1) relevant capabilities of the responsible agency, (2) strategies for achieving program goals, and (3) designs for implementing a selected strategy. This information is essential for structuring specific designs to accomplish program objectives. (pp. 222-223)
>
> Process--evaluation is necessary to provide periodic feedback to persons responsible for implementing plans and procedures. Process evaluation has three main objectives--the first is to detect or predict defects in the procedural design or its implementation during the implementation stages, the second is to provide information for program decisions, and the third is to maintain a record of the procedure as it occurs. (p. 229)
>
> Product--evaluation is to measure and interpret attainments not only at the end of a project cycle, but as often as necessary during the project term.

> The general method of product evaluation includes devising operational definitions of objectives, measuring criteria associated with the objectives of the activity, comparing these measurements with predetermined absolute or relative standards, and making rational interpretations of the outcomes using the recorded context, input, and process information. (p. 232).

Figure 3 summarizes the main features of the four types of evaluation.

In this section six models for educational evaluation proposed to educators by evaluation theorists in recent years were reviewed. These theorists have developed their theories into models to provide guidelines for conducting program evaluation that are feasible, easily monitored and capable of producing usable data. All these models are functionally efficient and outline the procedure for their implementation in operational sequences. Although these models may differ considerably in theory and procedure, they do, however, have one commonality, which is the emphasis on the accomplishment of the program objectives to determine the worth of a program. The models reviewed in this section can be classified into three broad categories: goal-attainment models, judgmental models and decision-facilitation models.

The review of these various educational models provided the following guidelines in designing and planning this study:

1. Assess the "stage" by determining its effectiveness in achieving the intended objectives.

Figure 3. Four Types of Evaluation

	CONTEXT EVALUATION	INPUT EVALUATION	PROCESS EVALUATION	PRODUCT EVALUATION
OBJEC-TIVE	To define the operating context, to identify and assess needs and opportunities in the context, and to diagnose problems underlying the needs and opportunities.	To identify and assess system capabilities, available input strategies, and designs for implementing the strategies.	To identify or predict, in process, defects in the procedural design or its implementation, to provide information for the preprogrammed decisions, and to maintain a record of procedural events and activities	To relate outcome information to objectives and to context, input, and process information
METHOD	By discribing the context; by comparing actual and intended inputs and outputs; by comparing probably and possibly system performance; and by analyzing possible causes of discrepancies between actualities and intentions.	By describing and analyzing available human and material resources, solution strategies, and procedural designs for relevance, feasibility and economy in the course of action to be taken.	By monitoring the activity's potential procedural barriers and remaining alert to unanticipated ones, by obtaining specified information for programmed decisions, and describing the actual process.	By defining operationally and measuring criteria associated with the objectives, by comparing these measurements with predetermined standards or comparative bases, and by interpreting the outcomes in terms of recorded context, input and process information.
RELATION TO DECISION-MAKING IN THE CHANGE PROCESS	For deciding upon the setting to be served, the goals associated with meeting needs or using opportunities, and the objectives associated with solving problems, i.e., for planning needed changes.	For selecting sources of support, solution strategies, and procedural designs, i.e., for structuring change activities.	For implementing and refining the program design and procedure, i.e., for effecting process control.	For deciding to continue, terminate, modify, or refocus a change activity, and for linking the activity to other major phases of the change process, i.e., for recycling change activities.

Source: Worthen and Sanders, Educational Evaluation: Theory and Practice, 1973.

2. Identify the program objectives.

3. Include all those directly involved in the program in the survey, i.e., students, employers and teachers.

4. Develop appropriate measuring instruments for gathering facts and opinions from the three populations involved.

5. Administer the measuring instruments.

6. Compile, analyse and interpret data.

7. Formulate recommendations.

Evaluative Studies in Vocational Education, Work Experience Education, and Vocational Education

In this section some evaluative studies conducted in the field of vocational education, work experience education and cooperative vocational education are reviewed.

McKinney (1977) made a review of program evaluation in vocational education in the United States. He reviewed the literature relevant to program evaluation in vocational education since 1970. His conclusion was that although educators agree that program evaluation is important for better decision making, for many reasons a comprehensive and systematic approach to program evaluation has been slow to develop. McKinney also observes that more emphasis should be placed on cost analysis studies and that more resources should be devoted for the formulation of objectives which are essential elements to program evaluation.

The Office of Vocational Education of the South Carolina State Department of Education conducted an assessment of vocational and technical education needs in 1978. The model utilised in this study comprised four major steps: (a) data collection, (b) synthesis of data, (c) discrepancy analysis, (d) categorization of needs. The following design was used for this assessment.

National Overview: (a) futures studies, (b) educational issues consensus, (c) federal legislation, (d) public opinion poll, and (e) statistical data.

State Context: (a) population and economic characteristics, (b) organization and governance of vocational education, (c) economic and employment projections, and (d) state legislation.

System Overview: (a) input variables, (b) process variables, output variables.

Perceptual Overview: (a) general public, (b) business and industry, (c) students, and (d) educators.

Synthesis of Data: (a) national trends, (b) state trends, (c) data summary, and (d) assessment of vocational education needs.

Data gathered from educators, students, business and industry representatives and the general public were analysed and the conclusion reached was that vocational education in South Carolina is giving adequate preparation to the students for employment and/or further studies. Business and industry rated the work habits, attitudes and attendance records of program graduates high. Teachers were found to have a positive attitude toward vocational education. Ninety percent of the employers indicated that they would hire program graduates if they had the specific skills required.

The recommendations made were to continue to develop vocational education systems to serve more students and to carefully plan and monitor this development in order to ensure that the needs of both students and business and industry are met.

Daniels et al. (1977) conducted an assessment of the comprehensive high school in Georgia, for the Georgia State Advisory Council on Vocational Education, Atlanta. The purpose of this study was to assess the procedures and performances of the comprehensive school and to gather data for decision-making for future programs. A total of 112 comprehensive schools were surveyed. The investigation was performed with the help of questionnaires and interviews. The population involved principals, faculty and students enrolled in vocational education programs.

The major findings of this study are:

1. The majority of students intend to pursue post-secondary training.

2. Vocational instructors have the most influence on the students' selection of programs, jobs and post-secondary training.

3. Graduates feel that vocational education programs prepare them better than academic programs.

4. Employers prefer to hire graduates from comprehensive high schools.

The recommendation made was to expand the number of comprehensive high schools, as well as the number of occupational education components in these schools in order to serve as many of the students of Georgia as possible.

Germscheid (1980) conducted a study to evaluate the program effectiveness and organisation of Work Experience in the high schools of the province of Alberta, Canada. He used the Stake (1967) model for this evaluative study to generate indicators of antecedents, transactions and outcomes. He designed two questionnaires to gather information from students, teachers and employers involved in the Work Experience program. Out of the 155 schools offering work experience programs, 26 (16.77%) were selected as the sample. Germscheid used a stratified sampling technique for four schools in Calgary and Edmonton; other schools outside these limits were selected randomly. The coordinators were chosen by schools and they were requested to choose 15% of the students on the class list. The students were then matched with their supervisors from business and industry.

The questionnaires were issued to teachers, coordinators and students and they were requested to return them in one package. The supervisors were requested to mail their completed instrument in a stamped return envelope. Follow-up to coordinators was done by telephone. The rate of return was: students (N=132) 70.45%, coordinators (N=27)

85.19%, supervisors (N=132) 56.06%.

Germscheid concluded his study by making the following recommendations:

1. Increase sponsor contribution to program integration.

2. Increase school contribution to program integration.

3. Increase mutual or two-way program integration.

4. Increase the degree of formalization of sanctions.

5. Increase resource commitment.

6. Increase coordinator interaction with student and supervisor at the job site.

Whiting (1977) conducted a study to evaluate the work experience program of the Calgary Board of Education for the school year 1973-74. This study was designed to determine the opinions of students and employers involved in work experience programs in terms of benefits and problems encountered in work experience.

A questionnaire was designed for the students and an interview guide for the employers. The questionnaires were mailed to 157 students (N=157) and 24 employers selected by a stratified sampling technique were interviewed. A total of 103 student questionnaires were returned, and all 24 employers were interviewed.

Whiting's conclusions of this study are as follows:

1. The students consider the program to be beneficial to them.

2. The duration of the program was considered too short.

3. Employers participate in this program to help the students and to establish a recruitment pool.

4. Employers are not meeting any serious problems in participating in this program.

Winer (1980) made a survey to determine the job satisfaction of work experience students at the secondary school level. The research questions for this study were:

1. Which type of work experience provided the greatest degree of satisfaction for student participants?

2. Does work satisfaction of students participating in school supervised work experience programs differ when the work experiences are curriculum related and when they are not?

Winer selected 122 students for this study, and only 24% were placed in unrelated jobs. The students were involved in Cooperative Education, Work Study and CETA. Data were gathered from the students through a written questionnaire.

After analysing the data Winer concludes that the students viewed the work experience as "an important part of the curriculum and saw it as a means of testing post graduation employment and earning money while in school" (p. 74). The following conclusions were also made:

1. The females were generally more satisfied than the males with their work experience.

2. There was no significant difference in the work satisfaction of students by program type.

3. There was no significant difference in the work satisfaction of students across grade level. (p. 74)

Herrnstadt et al. (1979) conducted a study to determine if cooperative vocational education at the secondary school level can facilitate the transition from school to the world of work.

The population for this study included 427 high school graduates enrolled in four different programs: cooperative vocational, regular vocational, work study and general academic The students were interviewed first while seniors and then after graduation in three follow-up interviews spread over an 18-month period. The interviews prior to graduation elicited information concerning employment experiences during high school and post-high school plans. The subsequent interviews sought information regarding first post-high school jobs, labor force participation, employment experiences, unemployment experiences and wages.

The authors concluded that the successes of graduates from cooperative vocational programs were not significantly greater than those of graduates from other programs, and that work experience contributes significantly to the successful transition from school to the world of work.

The Quebec Ministry of Manpower conducted a follow-up study of the vocational education graduates at the provincial level in 1979. The population for this study consisted of 7,543 vocational education graduates selected using a stratified random sampling technique. Data were gathered through mailed questionnaires. One section of the questionnaire surveyed the "stage" of the vocational education graduates in business and industry.

The findings of this study with regard to the "stage" revealed that 69.3% of the vocational education graduates in the province of Quebec had received on-the-job training related to their occupational specializations in business and industry. It was also found that 44.5% of the students who had been on "stage" were able to obtain employment in their field of training and that 14.8% of these students were hired by the cooperative employers.

The conclusion reached was that the "stage" is a good means of facilitating placement and increasing the correlation between occupation and training for vocational education graduates.

In this section evaluative studies in vocational education, cooperative vocational education and work study have been reviewed.

These evaluative studies in vocational education, work study and cooperative vocational education indicate that educators are conscious that periodic program evaluation is an important aspect of the educational activities in these fields. There is a growing interest for comprehensive and systematic program evaluation in vocational education for sound decision making, accountability and program improvement. The main sources of data for these studies reviewed were students, employers and teachers, and there is a strong reliance on mailed questionnaires for gathering these data.

The review of these evaluative studies provided the methodology and background information necessary for developing the mailed questionnaires and for analysing and interpreting the data for this program evaluation.

CHAPTER 3

Methodology

Populations

The populations for this study consisted of three groups of individuals who were directly involved in the two/three weeks "stage" conducted by the Polyvalente Arthur Pigeon for the academic year 1981-82; namely, (a) all graduating vocational education students (N=83), (b) all cooperative employers who sponsored vocational education students for a "stage" in their enterprises (N=71), and (c) all vocational teacher-coordinators who supervised their students in business and industry (N=6). The total population of employers is only 71 as compared with that of the students (83), because 12 employers had two students on "stage" in their enterprises.

The population of students and that of employers were classified by program type (Long Vocational or Short Vocational) and by specialty (Auto Mechanics, Business Education, Carpentry, Clothing and Textiles, Auto Servicing, and Shop Joinery). Because of the small size of the population of the teacher-coordinators, no specific classification was given to that group to ensure confidentiality of the responses.

Instrumentation

It was decided to use written questionnaires to gather data for assessing the "stage" from students, employers, and teachers. Three questionnaires were specifically developed for this survey:

1. A mailed questionnaire for the students.
2. A mailed questionnaire for the employers.
3. A questionnaire for the teacher, which was administered on an individual basis.

As all the populations involved in this study were Francophones, all three questionnaires used were written in the French language.

A number of related studies in vocational education, work study and cooperative vocational education were consulted in developing these three questionnaires.

The Students' Questionnaire

The students' questionnaire was in two sections. In Section I the students were asked to evaluate the objectives of the "stage," and Section II aimed at an overall assessment of the program.

The following list of variables were included in the students' questionnaire.

Section I

1. Degree of importance of the program objectives.
2. Degree of accomplishment of the program objectives.

Section II

1. Degree of importance of coordination visits.
2. Number of students applying for a job with the cooperative employers.

3. Number of students hired by the cooperative employers.
4. Employment status of the students at time of survey.
5. Correlation between occupation and training.
6. Transfer of training.
7. Difficulties encountered by the students during the "stage."
8. What the students liked best about their "stages."
9. What the students liked least about their "stages."
10. Changes proposed by the students to improve the "stage."

After analysing the 22 objectives of the "stage" formulated by the Huntingdon School Board, it was decided that 10 of these objectives had direct implications for the vocational education students and could be evaluated by these students. Consequently these 10 objectives were included in the students' questionnaire. These 10 objectives are included in Appendix I.

Each question in Section I of the students' questionnaire was in two parts. In Part I, the students were asked to rate the objectives of the "stage" in terms of importance on a five-point scale: 5--Very Important; 4--Quite Important; 3--Some Importance; 2--Not Very Important; and 1--No Importance.

In the second part of each question in Section I, the students had to respond to a series of evaluative questions designed to assess the accomplishment of the program objectives. A YES or NO response pattern was used to evaluate the accomplishment of the objectives to force absolute positive or negative responses. Most of the 10 objectives included in the students' questionnaire had more than one implication, two evaluative questions were developed to assess each implication of an individual objective.

Section II of the students' questionnaire consisted of a series of evaluative questions based on the selected variables, to generate data for an overall assessment of the "stage." Open-ended and YES or NO questions were used in this section, depending on the nature of information sought.

The final draft of the students' questionnaire developed for this study was submitted to all the teachers involved in the "stage" (1981-82) and to the Director of Studies of the Polyvalente to get their feedback and to bring in the formative aspect of this evaluative study. Their reactions to this questionnaire were most positive; consequently, no changes were made based upon that consultation. A French copy and an English copy of the students' questionnaire can be found in Appendix II.

Employers' and Teachers' Questionnaires

Two distinct questionnaires were developed to survey the opinions of employers and teachers about the "stage." These questionnaires had many common variables selected to provide relevant information for assessing the "stage."

Each of these questionnaires had two sections. Section I aimed at evaluating the objectives of the "stage," and

Section II was designed to enable an overall assessment of the program to be made. Following is a list of variables that were included in the employers' and teachers' questionnaires:

Section I

Variables Common to Employers and Teachers

1. Degree of importance of program objectives.
2. Degree of accomplishment of program objectives.

Section II

Variables Common to Employers and Teachers

1. Adequacy of students' preparation before the "stage."
2. Adequacy--length of the "stage."
3. Timing of "stage" for business and industry.
4. Timing of "stage" in curricula.
5. Need for Advisory Committee.
6. Employers and teachers interested to participate in Advisory Committee
7. Adequacy and appropriateness of forms used for the "stage."
8. Importance of coordination visits.

Section II

Variables Specific to Employers

1. Use of the "stage" as a recruitment tool.
2. Number of students hired through the "stage" 1981-82.
3. Employers that would have hired students if vacancies existed.
4. Reasons for not hiring students.
5. Number of vocational education graduates hired by employers.
6. Number of vocational graduates still at the employ of cooperative employers.
7. Employers satisfaction of vocational education graduates.

Section II

Variables Specific to Teachers

1. Vocational teachers evaluating their students in business or industry.
2. Objectivity of employers' evaluation of the students during the "stage."
3. Suitability of task assigned to the students during the "stage."

A careful analysis of the 22 objectives formulated for the "stage" (see Appendix 1), showed that all these objectives could be submitted to both the employers and the teachers for evaluation. Consequently the 22 objectives were included in the questionnaires.

Section I of both questionnaires was identical and each question in that section was in two parts. In the first part of each question the respondents were asked to rate the degree of importance of the program objective on a five-point scale: 5--Very Important; 4--Quite Important; 3--Some Importance; 2--Not Very Important; and 1--No Importance.

In the second part of each question in Section I, the respondents were requested to rate the degree of accomplishment of the same objectives of a five-point scale also: 5--Very Well; 4--Quite Well; 3--Somewhat; 2--Not Very Well; and 1--Not Accomplished.

Section II of the employers' and teachers' questionnaires consisted of questions derived from the variables listed previously, designed to generate useful data for the overall assessment of the "stage." Most of these questions were in the form of the YES or NO response pattern. A few open-ended questions were also included where appropriate. The English and French copies of both the employers' and teachers' questionnaires can be found in Appendix II.

Pilot Studies

The students' questionnaire together with that developed for the employers were both pilot tested before being mailed to the respondents in order to ensure correct interpretation of the questions and also to identify any possible ambiguity.

The pilot testing of the students' questionnaire was carried out with the collaboration of three ex-vocational education graduates of the Polyvalente who participated in the "stage" during the school year 1980-81. In the pilot testing process these students were requested to complete the questionnaire by following the instructions and to note any ambiguity. After completing the questionnaire the students were asked to individually justify their responses orally in order to determine the correct interpretation of these questions. All the students who participated in the pilot testing of the questionnaire were able to follow the instructions and interprete the questions correctly without any difficulty. On this basis the students' questionnaire was considered to be satisfactory.

The pilot testing of the employers' questionnaire was done with the help of three employers who had previously sponsored vocational education students of the Polyvalente on "stage" in their enterprises, but who had no involvement in this program for the school year under consideration. The pilot testing took place in an interview setting on an individual basis. As the employers proceeded through the questionnaire, progressive discussions took place to determine correct understanding of the instructions and accurate interpretation of each question. The pilot study proved that the instructions were clear and that there were no misinterpretations of the questions. Consequently no changes were made to the questionnaire which was deemed satisfactory.

The teachers' questionnaire was not pilot tested due to the small size of the population and also because it was almost identical to the employers' questionnaire, which was pilot tested and proved to be satisfactory. However, during the data collection process, the questionnaire was administered to the teacher-coordinators on an individual basis in an interview setting, so that any possible ambiguity could be clarified progressively to ensure the most reliable responses.

Data Collection

The appropriate questionnaires accompanied by the corresponding covering letters and self-addressed, stamped envelopes were mailed to the 83 vocational education students and to the 71 employers on July 15, 1982. The teacher-coordinators were asked to sign the covering letters addressed to the groups of students and employers with whom they had direct involvement during the program. This strategy of personalising the survey instruments aimed at generating the highest rate of returns. The deadline for returning the completed questionnaires was set for July 30, 1982. By the end of July, 70% of the students and 30% of the employers had completed and returned the questionnaires. Because this data collection activity coincided with the peak holiday period, the deadline had to be extended to August 30, 1982. A telephone follow-up was carried out between August 2 and 16, to seek increased students' and employers' participation in the study. A total of 72 students and 57 employers completed and returned the survey instruments.

The data collection from the teacher-coordinators took place between September 2 and 4, 1982. As previously mentioned the questionnaire was administered to the teacher-coordinators on an individual basis in an interview-type setting. The six teacher-coordinators included in this study willingly contributed in completing the questionnaires.

Table 2 shows the distribution of the total populations included in this study and the rate of returns of the survey instruments by program type by speciality.

Treatment of Data

The three instruments utilised in this study were designed to provide the following data about the "stage":

Table 2

Frequency and Percentage Distribution of Students, Employers and Teachers Who Participated in the Evaluation of the Stage (1982)

SPECIALTIES	POPULATIONS								
	Students			Employers			Voc. Teachers		
	Total	Respondents	%	Total	Respondents	%	Total	Respondents	%
Long Vocational									
Auto mechanics	17	14	82.4	15	13	86.7	1	1	100.0
Bus. Education	24	22	91.7	19	16	84.2	1	1	100.0
Carpentry	12	9	75.0	9	7	77.8	1	1	100.0
Clothing & Textiles	10	9	90.0	10	7	70.0	1	1	100.0
Total	63	54	85.7	53	43	81.1	4	4	
Short Vocational									
Auto servicing	12	11	91.7	11	9	81.8	1	1	100.0
Shop joinery	8	7	87.5	7	5	71.4	1	1	100.0
Total	20	18	90.0	18	14	77.8	2	2	100.0
All Populations	83	72	—	71	57	—	6	6	—

(a) degree of importance of the program objectives, (b) degree of accomplishment of the program objectives, and (c) an overall assessment of the program.

All returned questionnaires were coded and classified by population, by program type and by specialty.

Student Responses

The students were requested to evaluate the 10 student-oriented objectives of the "stage" in terms of importance and accomplishment. They were required to indicate their perceived degree of importance of these 10 objectives on a five-point scale as explained previously. A frequency count of the students' rating of these objectives was performed and the results were tabulated for the whole population and by program type by specialty. The number of "no responses" was also compiled. The frequency was then converted to percentage in order to facilitate comparison within the group and with the two other populations involved in this study.

In order to determine the overall perception of the students regarding the importance of student-oriented program objectives, the "Total Important Responses" and the "Total Not Important Responses" were computed using the following rationale:

1. Important Responses. The 5 and 4 (Very Important and Quite Important) response categories were considered as being important responses. All percentages falling in

these categories were added in determining the "Total Important Responses" of an individual objective.

2. Neutral Responses. The 3 response category (Some Importance) was considered as being neutral and consequently was not included in the treatment.

3. Not Important Responses. The 2 and 1 (Not Very Important and No Importance) response categories were considered as being not important responses. All percentages falling in these categories were added to provide the "Total Not Important Responses" of an individual objective.

As mentioned previously, the students also had to indicate their perceptions regarding the accomplishment of the same 10 objectives by answering a series of YES or NO evaluative questions. Two evaluative questions were included in the questionnaire to assess the accomplishment of each objective or each part of an objective having more than one part. A frequency count of the student responses to these evaluative questions was done. The mean frequency was computed for each pair of questions and, where applicable, the total mean frequency was computed for each objective to give the "Total Accomplished Responses" and the "Total Not Accomplished Responses." The frequency was converted to percentage to facilitate comparison.

With regard to the overall assessment of the "stage," the students had to respond to a number of YES or NO and open-ended type questions.

The students responses to the YES or NO questions were tabulated according to frequency and the results converted to percentages. Similarly the responses to the open-ended questions were analysed, condensed and reported with other data in Chapter 4.

The Employers' and Teachers' Responses

In Section I of their respective questionnaires the cooperative-employers and the teacher-coordinator were required to evaluate the 22 objectives of the "stage," on two distinct five-point scales: one for the importance and the other for the accomplishment of the program objectives.

The employers' responses and those of the teachers were given similar treatment but were reported separately to enable comparisons to be made. For both populations the frequency and percentage distribution of the responses regarding the importance and accomplishment of the program objectives were computed and tabulated.

The employers' and teachers' responses received a similar treatment to those of the students in determining the "Total Important Responses" and the "Total Not Important Responses," i.e., adding the 5 and 4 response categories for important, 2 and 1 for not important, and disregarding the 3 response category which was considered as being neutral. A similar procedure was used in determining the accomplishment of the objectives. The 5 and 4 response categories (Very Well and Quite Well) were added to yield the "Total Accomplished Responses." The 2 and 1 response categories (Not Very Well and Not Accomplished) were added to give the "Total Not Accomplished Responses." The 3 response category (Somewhat) was considered as neutral and was consequently disregarded.

A further statistical analysis performed with the employers' and teachers' responses regarding the importance and accomplishment of the program objectives was the computation of the discrepancy scores for each objective. This treatment was carried out using the following procedure for each objective.

1. Add the degree of importance scores by group.
2. Determine the mean importance.
3. Add the degree of accomplishment scores by group.
4. Determine the mean accomplishment.
5. Subtract the mean accomplishment from the mean importance to obtain the mean discrepancy score.

The discrepancy scores thus obtained for each group enabled the needs to be ranked in priority order,

Section II of the employers' questionnaire contained 16 questions developed to generate data for the overall assessment of the "stage." Similarly 11 questions were included in the teachers' questionnaire for the same purpose. There were 8 common questions in both instruments, and again to facilitate comparisons, the responses were given similar treatment but were reported separately. In both cases the frequency and percentage distribution of the responses were computed and tabulated. The responses to the two open-ended questions included in the employers' questionnaire were analysed, condensed and reported with other data in Chapter 4.

In the three questionnaires utilised in this survey, the respondents were provided with ample spaces for making additional comments in view of obtaining information about unanticipated program outcomes. Only a few respondents took advantage of this provision and no useful information was elicited from their comments.

The results of all statistical analyses performed with the data obtained from the three populations involved in this study are presented in Chapter 4. For the population of the employers, the frequency count for the importance and accomplishment of the objectives have been omitted to cut down the number of tables.

CHAPTER 4

FINDINGS AND ANALYSIS

The primary objective of this study was to evaluate the "stage" in business and industry, to ascertain the usefulness and the effectiveness of the program. The opinion of students, employers and teachers who participated in the "stage" 1981-82 were gathered through written questionnaires regarding the degree of importance and the degree of accomplishment of the appropriate program objectives. These questionnaires also elicited information for an overall assessment of the program.

Evaluation of Student-Oriented Objectives

The students, employers and teachers were requested to evaluate the 10 student-oriented objectives. When their responses regarding the degree of importance and the degree of accomplishment of these objectives were compiled and computed in terms of total important/total not important responses and total accomplished/total not accomplished responses, the results were as shown in Tables 61 and 62, in Appendix 5. The degree of importance and the degree of accomplishment of these 10 objectives as perceived by the respondents are shown by the histograms in Figures 4 to 24. A legend for interpreting group differences on the histograms can be found in Appendix 6.

Objective No. 1. To enable the student to develop an increased interest for his occupational training in a real work environment.

The histogram in Figure 4 summarizes the responses of students, employers and teachers with respect to the importance and accomplishment of this objective. Most of the respondents indicated that this objective is important to the "stage." Similarly most of the respondents also indicated that they thought the objective was accomplished.

The only noteable differences in perception among the respondents for this objective were as follows:

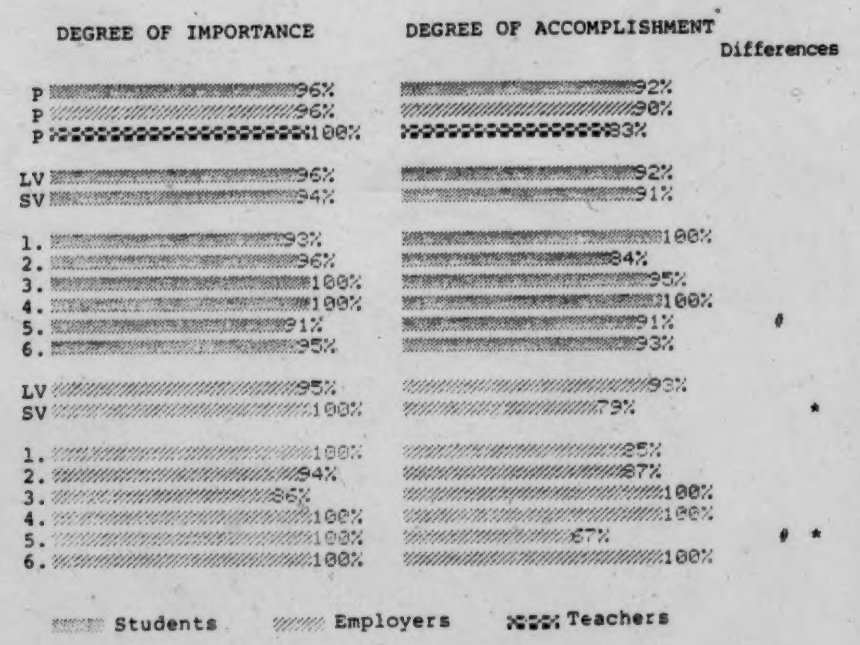
1. A large difference between the relative importance of the objective and its degree of accomplishment was expressed by the auto servicing employers.
2. As might be expected the difference noted above existed for the short vocational program employers as well.
3. The auto servicing students were in agreement with their employers regarding the importance of this objective; however, the students felt that this objective was accomplished at a higher degree than did the employers.

A detailed breakdown of the students', employers' and teachers' responses regarding the importance and accomplishment of Objective No. 1 can be found in Tables 17, 27, 37, 59 and 60 in Appendix 5.

Objective No. 2. To enable the student to make a self-evaluation of his occupational training acquired in school and to discover the necessary qualities and attitudes

OBJECTIVE NO. 1 (Student Oriented)

To enable the student to develop an increased interest for his occupational training in a real work environment.



P: Total Population
LV: Long Vocational - SV: Short Vocational

1. Auto Mechanics, 2. Business Education, 3. Carpentry, 4. Clothing & Textiles, 5. Auto Servicing, 6. Shop Joinery

Histogram Showing the Percentage Distribution of the Students, Employers and Teachers Rating of the Importance and Accomplishment of Objective No. 1

Figure 4

required for successful job performance.

The histogram in Figure 5 summarizes the responses of students, employers and teachers regarding the importance and accomplishment of this objective. The great majority of the respondents indicated that this objective is important and that it was accomplished.

The following noteable differences in perception were found among the respondents.

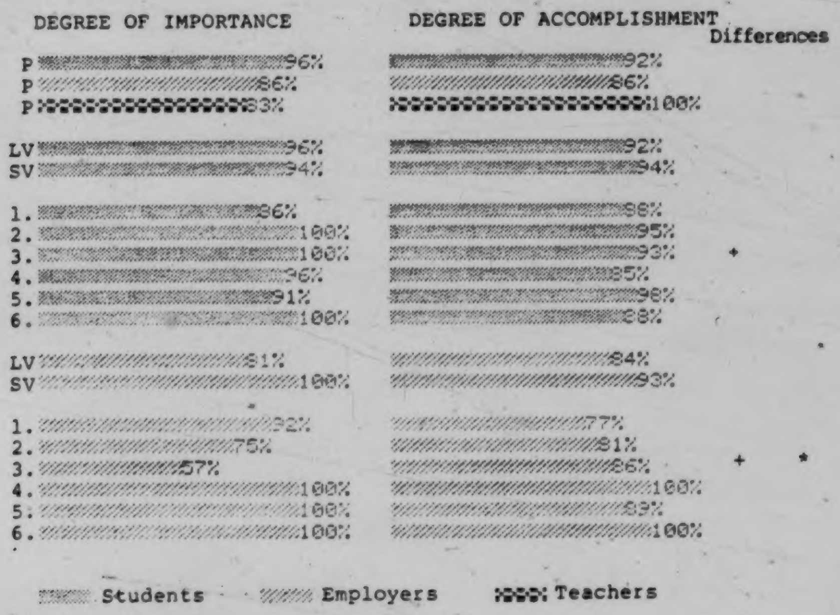
1. The employers in carpentry felt that this objective is much less important than did those in other specialties.
2. A large difference between the relative importance of the objective and its degree of accomplishment was expressed by the carpentry employers.
3. The carpentry students and employers were in agreement regarding the accomplishment of the objective; however, the students perceived this objective to be far more important than did the employers.

A detailed breakdown of the students', employers' and teachers' responses regarding the importance and accomplishment of Objective No. 2 can be found in Tables 18, 28, 38, 59 and 60 in Appendix 5.

Objective No. 3. To facilitate transition between school and the world of work.

OBJECTIVE NO. 2 (Student Oriented)

To enable the student to make a self evaluation of his occupational training acquired in school and to discover the necessary qualities and attitudes required for successful job performance.



P: Total Population
LV: Long Vocational - SV: Short Vocational

1. Auto Mechanics, 2. Business Education, 3. Carpentry,
4. Clothing & Textiles, 5. Auto Servicing, 6. Shop Joinery

Histogram Showing the Percentage Distribution of the Students, Employers and Teachers Rating of the Importance and Accomplishment of Objective No. 2

Figure 5

The histogram in Figure 6 summarizes the responses of students, employers and teachers regarding the importance and accomplishment of this objective. The great majority of the respondents indicated that this objective is important and that it was accomplished.

The following noteable differences in perception were found among the respondents:

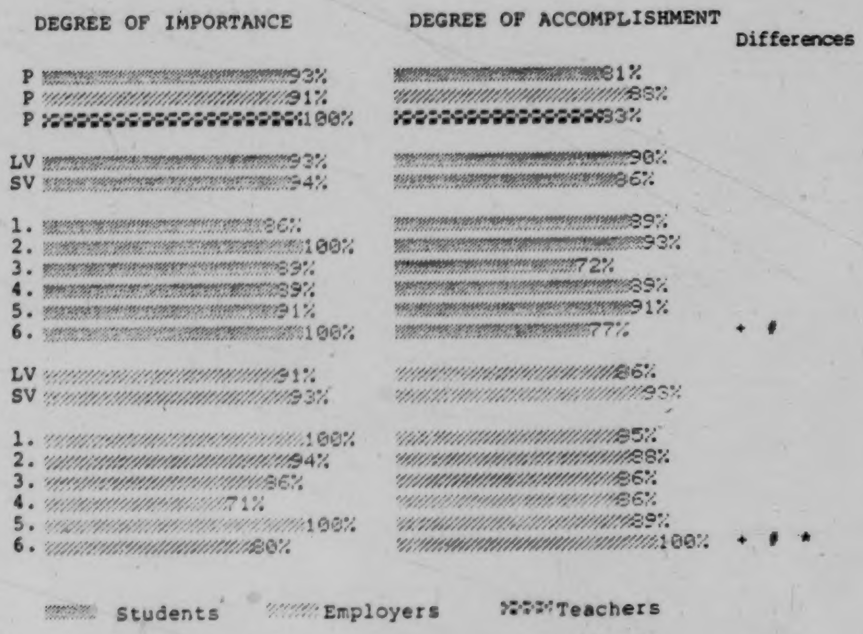
1. The clothing and textiles employers felt that this objective is less important than did those in other specialties.
2. A large difference between the relative importance of the objective and its degree of accomplishment was expressed by both the shop joinery students and employers.
3. The shop joinery students felt that this objective is more important than did their employers; while the employers indicated a higher degree of accomplishment for this objective.

A detailed breakdown of the students', employers' and teachers' responses regarding the importance and accomplishment of this objective can be found in Tables 19, 29, 39, 59 and 60 in Appendix 5.

Objective No. 4. To help the student learn to assume responsibility, to take initiative, to develop a good sense of observation and to think critically.

OBJECTIVE NO. 3 (Student Oriented)

To facilitate transition between school and the world of work.



P: Total Population
LV: Long Vocational - SV: Short Vocational

1. Auto Mechanics, 2. Business Education, 3. Carpentry, 4. Clothing & Textiles, 5. Auto Servicing, 6. Shop Joinery

Histogram Showing the Percentage Distribution of the Students, Employers and Teachers Rating of the Importance and Accomplishment of Objective No. 3

Figure 6

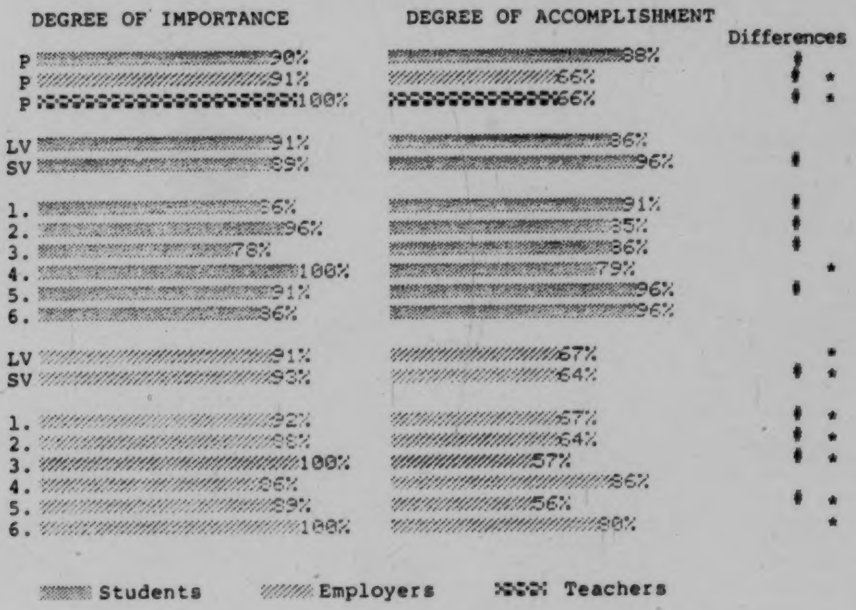
The histogram in Figure 7 summarizes the responses of students, employers and teachers regarding the importance and accomplishment of this objective. The great majority of the respondents indicated that this objective is important. The great majority of the students and 2/3 of the employers and teachers also indicated that this objective was accomplished.

The following noteable differences in perception were found among the respondents:

1. The three populations were in agreement regarding the importance of this objective, but the students felt that it was accomplished at a higher degree than did employers and teachers.
2. The clothing and textiles employers felt that this objective was accomplished at a higher degree than did those in other specialties.
3. A large difference between the relative importance of the objective and its degree of accomplishment was expressed by all the teachers and by all the employers with the exception of those in clothing and textiles.
4. The differences noted above also existed among the clothing and textiles students and among both the long and short vocational program employers.
5. The short vocational students felt that this objective was accomplished at a much higher degree than did their employers.

OBJECTIVE NO. 4 (Student Oriented)

To help the student learn to assume responsibility, to take initiative, to develop a good sense of observation, and to think critically



P: Total Population
LV: Long Vocational - SV: Short Vocational

1. Auto Mechanics, 2. Business Education, 3. Carpentry, 4. Clothing & Textiles, 5. Auto Servicing, 6. Shop Joinery

Histogram Showing the Percentage Distribution of the Students, Employers and Teachers Rating of the Importance and Accomplishment of Objective No. 4

Figure 7

A detailed breakdown of the students', employers' and teachers' responses regarding the importance and accomplishment of Objective No. 4 can be found in Tables 20, 30, 40, 59, and 60 in Appendix 5.

Objective No. 5. To increase the students' employment opportunities and job satisfaction.

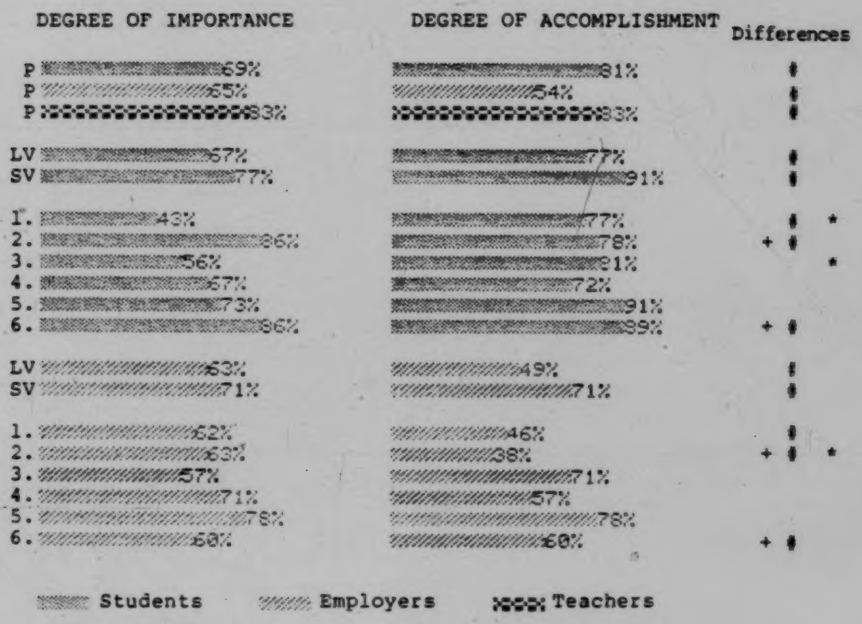
The histogram in Figure 8 summarizes the responses of students, employers and teachers regarding the importance and accomplishment of this objective. The great majority of the teachers and approximately 2/3 of the students and employers indicated that this objective is important. The great majority of the students and teachers and slightly more than half of the employers also indicated that this objective was accomplished.

The following noteable differences in perception were found among the respondents:

1. The auto mechanics students indicated the lowest degree of importance for this objective.
2. The business education and shop joinery students felt that this objective is more important than did their employers.
3. Students and teachers felt that this objective was accomplished at a higher degree than did the employers.
4. The short vocational employers believed that this

OBJECTIVE NO. 5 (Student Oriented)

To increase the student's employment opportunities and job satisfaction.



P: Total Population
LV: Long Vocational - SV: Short Vocational

1. Auto Mechanics, 2. Business Education, 3. Carpentry, 4. Clothing & Textiles, 5. Auto Servicing, 6. Shop Joinery

Histogram Showing the Percentage Distribution of the Students, Employers and Teachers Rating of the Importance and Accomplishment of Objective No. 5

Figure 8

objective was accomplished at a higher degree than did those in the long vocational program.

5. Both long and short vocational students felt that this objective was accomplished at a higher degree than did their employers.
6. The auto mechanics; business education and shop joinery students believed that this objective was accomplished at a higher degree than did their employers.
7. The auto servicing employers were the most satisfied with the accomplishment of the objective.
8. A large difference between the relative importance of the objective and its degree of accomplishment was expressed by the auto mechanics; the carpentry students, and also by the business education employers.

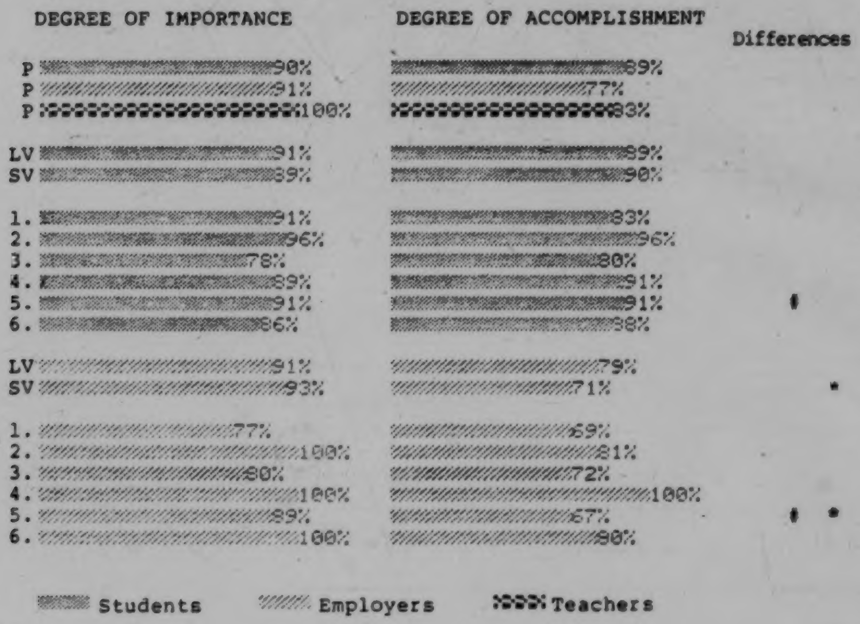
A detailed breakdown of the students', employers' and teachers' responses regarding the importance and accomplishment of Objective No. 5 can be found in Tables 21, 31, 41, 59 and 60 in Appendix 5.

Objective No. 6. To enable the student to improve his occupational training and his personal and social growth.

The histogram in Figure 9 summarizes the responses of students, employers and teachers regarding the importance

OBJECTIVE NO. 6 (Student Oriented)

To enable the student to improve his occupational training, his personal and social growth.



P: Total Population
LV: Long Vocational - SV: Short Vocational

1. Auto Mechanics, 2. Business Education, 3. Carpentry,
4. Clothing & Textiles, 5. Auto Servicing, 6. Shop Joinery

Histogram Showing the Percentage Distribution of the Students, Employers and Teachers Rating of the Importance and Accomplishment of Objective No. 6

Figure 9

and accomplishment of this objective. The great majority of the respondents indicated that this objective is important and that it was accomplished.

The following noteable differences in perception were found among the respondents:

1. The clothing and textiles employers were the most satisfied with the accomplishment of this objective.
2. A large difference between the relative importance of the objective and its degree of accomplishment was expressed by the auto servicing and shop joinery employers.
3. The difference noted above existed also among the short vocational program employers.
4. The auto servicing students were in agreement with their employers regarding the importance of the objective, but the students perceived this objective to be accomplished at a higher degree than did the employers.

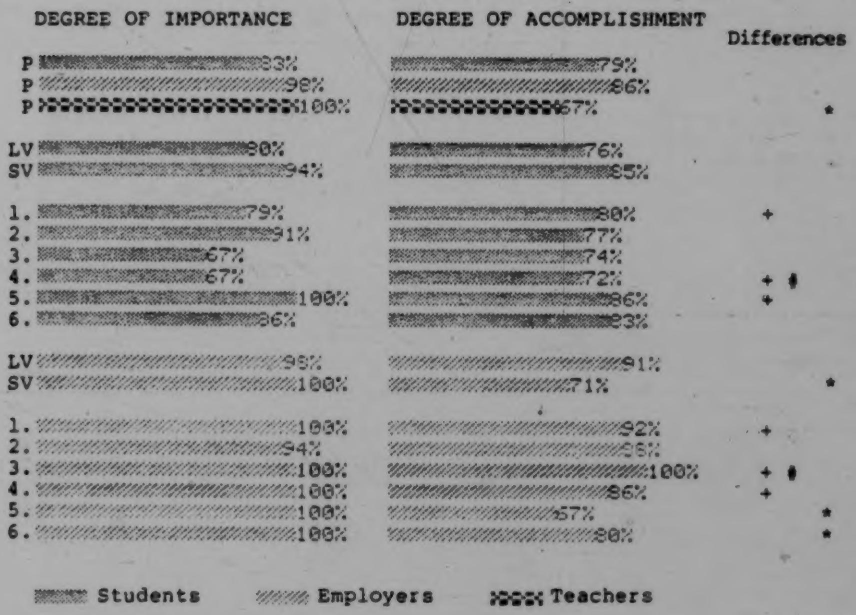
A detailed breakdown of the students', employers' and teachers' responses regarding the importance and accomplishment of Objective No. 6 can be found in Tables 22, 32, 42, 59 and 60 in Appendix 5.

Objective No. 7. To develop the student's awareness of human relations, labor relations and work activities in business and industry.

The histogram in Figure 10 summarizes the responses

OBJECTIVE NO. 7 (Student Oriented)

To develop the student's awareness of human relations, labor relations and work activities in business and industry.



P: Total Population
LV: Long Vocational - SV: Short Vocational

1. Auto Mechanics, 2. Business Education, 3. Carpentry,
4. Clothing & Textiles, 5. Auto Servicing, 6. Shop Joinery

Histogram Showing the Percentage Distribution of the Students, Employers and Teachers Rating of the Importance and Accomplishment of Objective No. 7

Figure 10

of students, employers and teachers regarding the importance and accomplishment of this objective. The great majority of the respondents indicated that this objective is important. The great majority of students, employers and 2/3 of the teachers also indicated that this objective was accomplished.

The following noteable differences in perception were found among the respondents:

1. The students in auto mechanics; carpentry and clothing and textiles felt that this objective is less important than did their employers.
2. The employers in carpentry believed that this objective was accomplished at a higher degree than did the students in that specialty.
3. A large difference between relative importance of the objective and its degree of accomplishment was expressed by the employers in auto servicing, in shop joinery and also by the teachers.
4. As might be expected the difference noted above also existed among the short vocational program employers.

A detailed breakdown of the students', employers' and teachers' responses regarding the importance and accomplishment of Objective No. 7 can be found in Tables 23, 33, 43, 59 and 60 in Appendix 5.

Objective No. 8. To familiarize the students with tools and/or equipment and/or methods not available in the school.

The histogram in Figure 11 summarizes the responses of students, employers and teachers regarding the importance and accomplishment of this objective. The great majority of the respondents indicated that this objective is important and that it was accomplished.

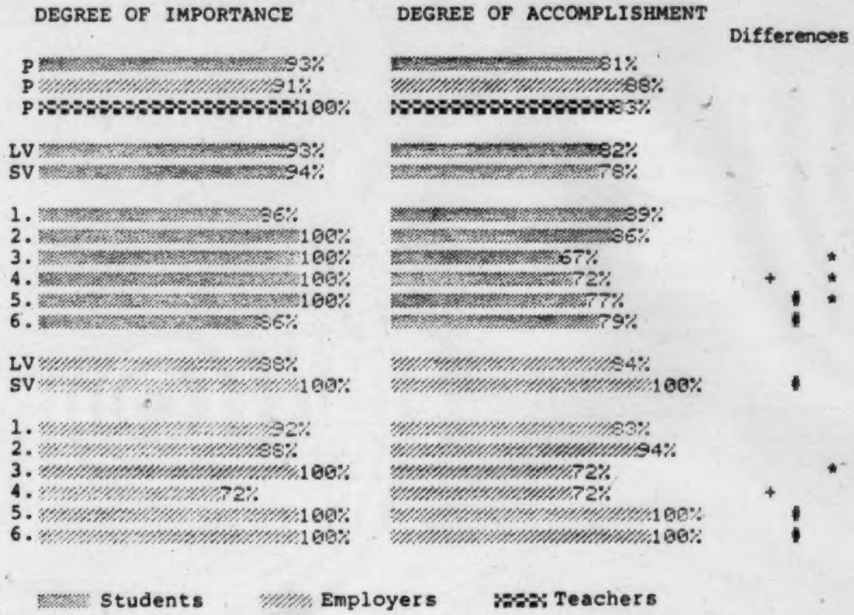
The following noteable differences in perception were found among the respondents:

1. The clothing and textiles students indicated that this objective is more important than did their employers.
2. The auto servicing and shop joinery employers felt that this objective was accomplished at a higher degree than did the students in these specialties.
3. As might be expected the differences noted above existed between the short vocational employers and students as well.
4. A large difference between the relative importance of the objective and its degree of accomplishment was expressed by the students in carpentry, clothing and textiles, auto servicing, and also by the employers in carpentry.

A detailed breakdown of the students', employers' and teachers' responses regarding the importance and accomplishment of Objective No. 8 can be found in Tables 24, 34, 44, 59 and 60 in Appendix 4.

OBJECTIVE NO. 8 (Student Oriented)

To familiarize the student with tools and/or equipment and/or methods not available in the school.



P: Total Population
LV: Long Vocational - SV: Short Vocational

1. Auto Mechanics, 2. Business Education, 3. Carpentry,
4. Clothing & Textiles, 5. Auto Servicing, 6. Shop Joinery

Histogram Showing the Percentage Distribution of the Students, Employers and Teachers Rating of the Importance and Accomplishment of Objective No. 8

Figure 11

Objective No. 9. To develop the student's awareness of the prevailing economic conditions of business and industry.

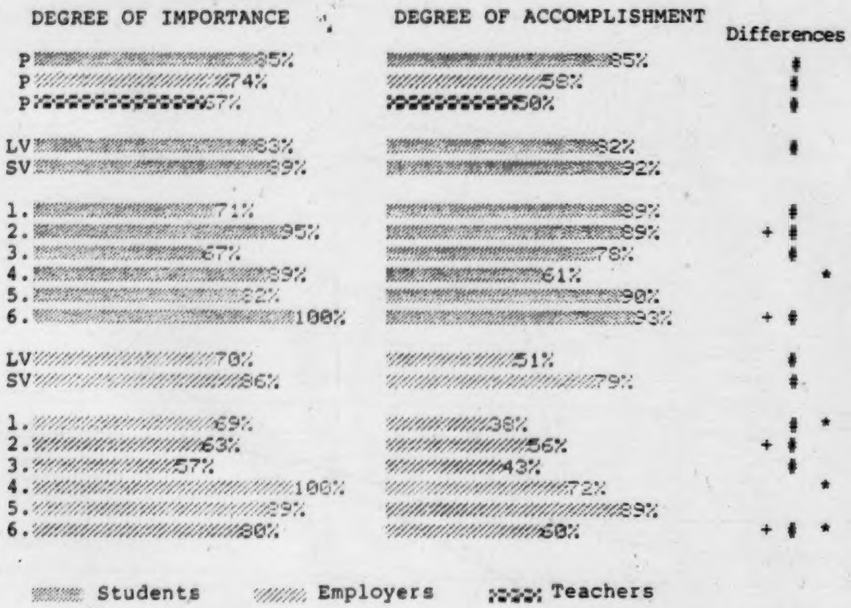
The histogram in Figure 12 summarizes the responses of students, employers and teachers regarding the importance and accomplishment of this objective. The majority of the respondents indicated that this objective is important. The great majority of the students and approximately half of the employer and teacher populations also indicated that this objective was accomplished.

The following noteable differences in perception were found among the respondents:

1. The students believed that this objective was accomplished at a higher degree than did the teachers and employers.
2. The clothing and textiles employers indicated that this objective is more important than did those in other specialties.
3. The clothing and textiles students felt that this objective was accomplished at a lower degree than did those in other specialties.
4. The auto mechanics employers believed that this objective was accomplished at a lower degree than did those in other specialties.
5. The auto servicing employers thought that this objective was accomplished at a much higher degree than did those in other specialties.

OBJECTIVE NO. 9 (Student Oriented)

To develop the student's awareness of the prevailing economic conditions of business and industry.



P: Total Population
LV: Long Vocational - SV: Short Vocational

1. Auto Mechanics, 2. Business Education, 3. Carpentry, 4. Clothing & Textiles, 5. Auto Servicing, 6. Shop Joinery

Histogram Showing the Percentage Distribution of the Students, Employers and Teachers Rating of the Importance and Accomplishment of Objective No. 9

Figure 12

6. The business education and shop joinery students indicated that this objective is more important and was accomplished at a higher degree than did their employers.
7. The auto mechanics and carpentry students were in agreement with their employers regarding the importance of the objective, however in both cases the students indicated a higher degree of accomplishment of the objective than did their employers.
8. The short vocational employers thought that this objective was accomplished at a higher degree than did the long vocational employers.
9. The long vocational students felt that this objective was accomplished at a higher degree than did their employers.
10. A large difference between the relative importance of the objective and its degree of accomplishment was expressed by the clothing and textiles students and also by the employers in auto mechanics, clothing and textiles and shop joinery.

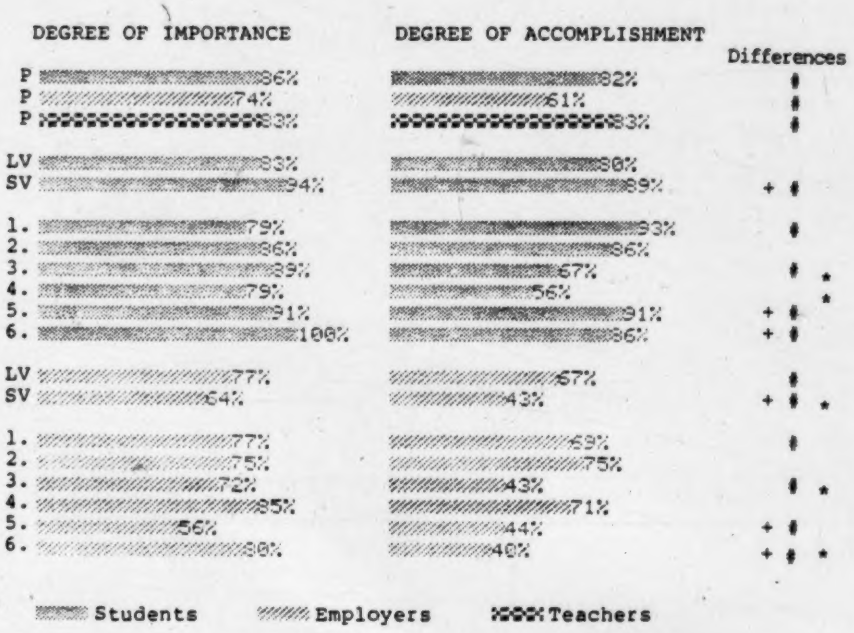
A detailed breakdown of the students', employers' and teachers' responses regarding the importance and the accomplishment of Objective No. 9 can be found in Tables 25, 35, 45, 59 and 60 in Appendix 5.

Objective No. 10. To motivate the students towards success.

The histogram in Figure 13 summarizes the responses of students, employers and teachers regarding the importance

OBJECTIVE NO. 10 (Student/Teacher Oriented)

To motivate the student towards success.



P: Total Population
LV: Long Vocational - SV: Short Vocational

1. Auto Mechanics, 2. Business Education, 3. Carpentry,
4. Clothing & Textiles, 5. Auto Servicing, 6. Shop Joinery

Histogram Showing the Percentage Distribution of the Students, Employers and Teachers Rating of the Importance and Accomplishment of Objective No. 10

Figure 13

and accomplishment of this objective. The great majority of the respondents indicated that this objective is important. The great majority of the students and teachers and approximately 2/3 of the employers also felt that this objective was accomplished.

The following noteable differences in perception were found among the respondents:

1. Both students and teachers felt that this objective was accomplished at a higher degree than did the employers.
2. The clothing and textiles students rated the accomplishment of this objective lower than did those in other specialties.
3. The employers in shop joinery felt that this objective was accomplished at a lower degree than did those in other specialties.
4. The short vocational students indicated that this objective is more important and was accomplished at a higher degree than did their employers.
5. The differences noted above in 4, also existed between the auto servicing, the shop joinery students and their employers.
6. There was agreement between the auto mechanics, the carpentry students, and their employers regarding the importance of the objective; however, both groups of students felt that this objective was

accomplished at a higher degree than did their employers.

7. The long vocational employers rated the accomplishment of the objective higher than did the short vocational employers.
8. A large difference between the relative importance of the objective and its degree of accomplishment was expressed by the carpentry, clothing and textiles students, and also by the employers in carpentry and shop joinery.
9. The difference noted above also existed among the short vocational employers.

A detailed breakdown of the students', employers' and teachers' responses regarding the importance and accomplishment of Objective No. 10 can be found in Tables 26, 36, 46, 59 and 60 in Appendix 5.

Evaluation of Teacher-Oriented Objectives

Five teacher-oriented objectives were identified among the 22 objectives formulated for the "stage." For the purposes of this study these objectives were coded as Objectives No. 11 to 15. The cooperative employers and the vocational teacher-coordinators were requested to evaluate these objectives both in terms of importance and accomplishment. Comparisons of the employers' and teachers' ratings of these objectives can be found in Table 63, in Appendix 5. The degree of importance and the degree of accomplishment of these five objectives as perceived by employers and teachers are also shown in the histograms in Figures No. 14 to 18.

Objective No. 11. To enable the school to compare the vocational education curricula with the technological needs of business and industry.

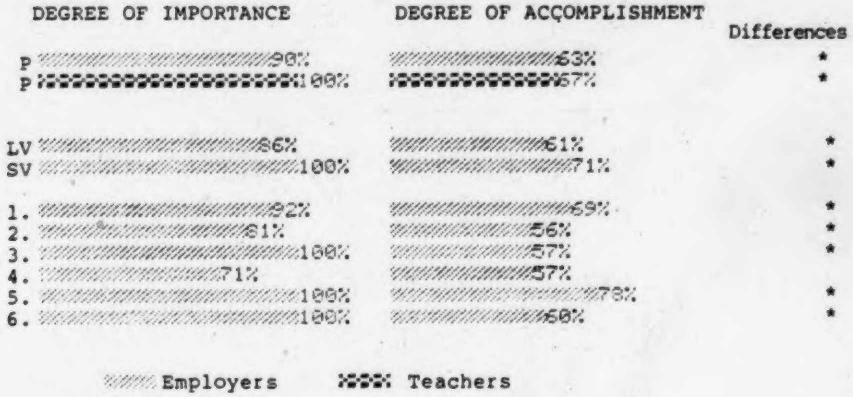
The histogram in Figure 14 summarizes the responses of the employers and teachers regarding the importance and accomplishment of this objective. All the teachers and a great majority of the employers indicated that this objective is important. Approximately 2/3 of the respondents also indicated that this objective was accomplished.

The following noteable differences in perception were found among the respondents:

1. The clothing and textiles employers indicated that this objective is less important than did those in other specialties.
2. A large difference between the relative importance of the objective and its degree of accomplishment was expressed by both employers and teachers.
3. The difference noted above existed among both the long and short vocational employers and also among the employers in all six specialties with the exception of those of clothing and textiles. However this difference was larger still among the carpentry and shop joinery employers.

OBJECTIVE NO. 11 (Teacher Oriented)

To enable the school to compare vocational education curricula with the technological needs of business and industry.



P: Total Population
LV: Long Vocational - SV: Short Vocational

1. Auto Mechanics, 2. Business Education, 3. Carpentry, 4. Clothing & Textiles, 5. Auto Servicing, 6. Shop Joinery

Histogram Showing the Percentage Distribution of the Employers and Teachers Rating of the Importance and Accomplishment of Objective No. 11

Figure 14

A detailed breakdown of the teachers' and employers' responses regarding the importance and accomplishment of this objective can be found in Tables 47, 59 and 60 in Appendix 5.

Objective No. 12. To provide an opportunity for the teacher-coordinator to evaluate his students' achievement (knowledge, training and maturity) under different conditions; and to provide the necessary corrective feedback.

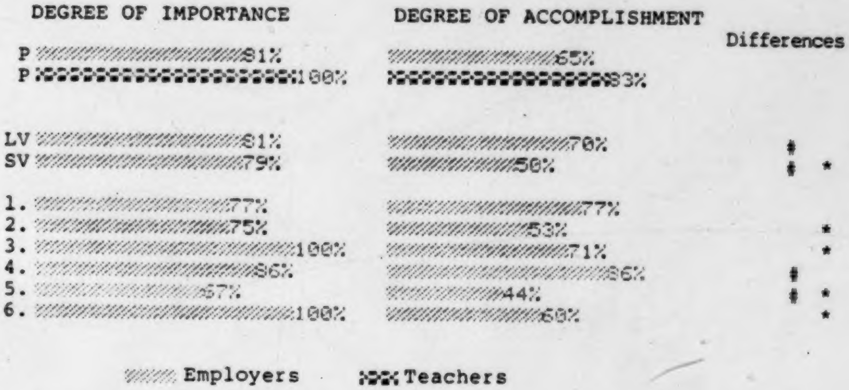
The histogram in Figure 15 summarizes the responses of the employers and teachers regarding the importance and accomplishment of this objective. All the teachers and a great majority of the employers indicated that this objective is important. The great majority of the teachers and approximately 2/3 of the employers also indicated that this objective was accomplished.

The following noteable differences in perception were found among the respondents:

1. The clothing and textiles employers indicated that this objective was accomplished at a higher degree than did those in other specialties.
2. The majority of the employers in auto servicing felt that this objective was not accomplished.
3. A large difference between the relative importance of the objective and its degree of accomplishment was expressed by the employers in business education, carpentry, auto servicing and shop joinery.

OBJECTIVE NO. 12 (Teacher Oriented)

To provide an opportunity for the teacher-coordinator to evaluate his students' achievement (knowledge, training, maturity) under different conditions; and to provide the necessary corrective feedback.



P: Total Population
LV: Long Vocational - SV: Short Vocational

1. Auto Mechanics, 2. Business Education, 3. Carpentry, 4. Clothing & Textiles, 5. Auto Servicing, 6. Shop Joinery

Histogram Showing the Percentage Distribution of the Employers and Teachers Rating of the Importance and Accomplishment of Objective No. 12

Figure 15

4. The difference noted above also existed among the short vocational employers.
5. The long vocational employers indicated a higher degree of accomplishment for this objective than those in the short vocational program.

A detailed breakdown of the employers' and teachers' responses regarding the importance and accomplishment of Objective No. 12 can be found in Tables 48, 59 and 60 in Appendix 5.

Objective No. 13. To enable the teacher-coordinator to evaluate his pedagogical implications in the cooperation of education and work.

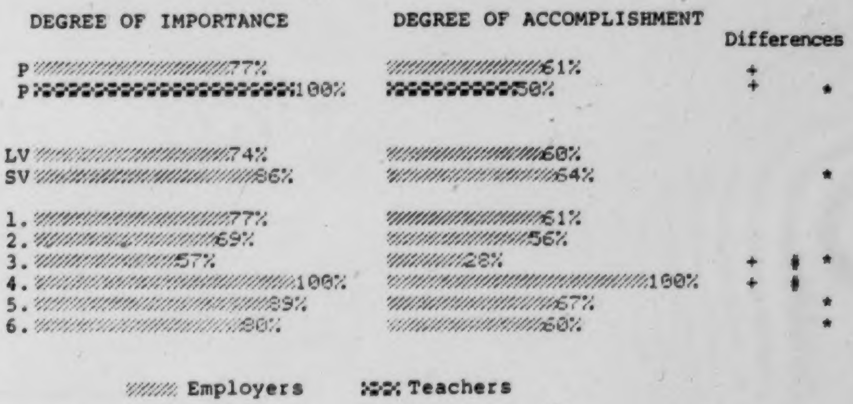
The histogram in Figure 16 summarizes the responses of employers and teachers regarding the importance and accomplishment of this objective. All the teachers and a great majority of the employers indicated that this objective is important. Half of the teacher population and slightly less than 2/3 of the employers also indicated that this objective was accomplished.

The following noteable differences in perception were found among the respondents.

1. The teachers indicated that this objective is more important than did the employers.
2. The employers in carpentry felt that this objective is less important than did those in other specialties.
3. The clothing and textiles employers believed that

OBJECTIVE NO. 13 (Teacher Oriented)

To enable the teacher-coordinator to evaluate his pedagogical implications in the cooperation of education and work.



P: Total Population
LV: Long Vocational - SV: Short Vocational

1. Auto Mechanics, 2. Business Education, 3. Carpentry,
4. Clothing & Textiles, 5. Auto Servicing, 6. Shop Joinery

Histogram Showing the Percentage Distribution of the Employers and Teachers Rating of the Importance and Accomplishment of Objective No. 13

Figure 16

this objective is more important as compared to those in other specialties.

4. The great majority of the employers in carpentry believed that this objective was accomplished at a much lower degree than did those in other specialties.
5. The clothing and textiles employers thought that this objective was accomplished at a much higher degree than did those in other specialties.
6. A large difference between the relative importance of the objective and its degree of accomplishment was expressed by the teachers, the short vocational employers and also by the employers in carpentry, auto servicing and shop joinery.

A detailed breakdown of the employers' and teachers' responses regarding the importance and accomplishment of Objective No. 13 can be found in Tables 49, 59 and 60, in Appendix 5.

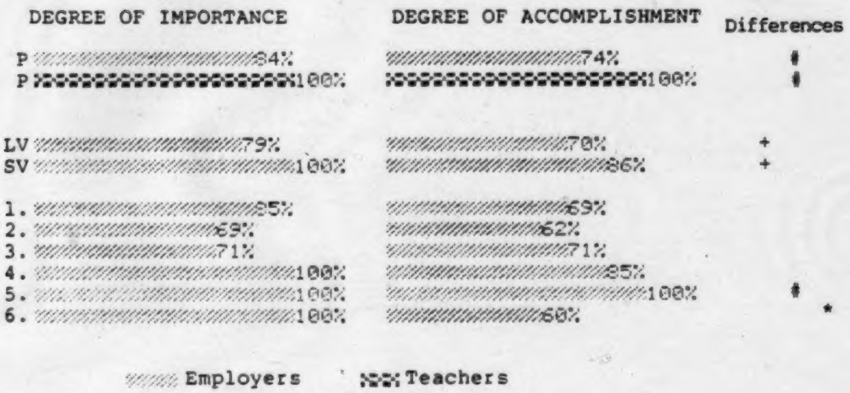
Objective No. 14. To enable the teacher-coordinator to make a better selection of training stations.

The histogram in Figure 17 summarizes the responses of employers and teachers regarding the importance and accomplishment of this objective. All the teachers and the great majority of the employers indicated that this objective is important and was accomplished.

The following noteable differences in perception were found among the respondents:

OBJECTIVE NO. 14 (Teacher Oriented)

To enable the teacher-coordinator to make a better selection of training stations.



P: Total Population
LV: Long Vocational - SV: Short Vocational

1. Auto Mechanics, 2. Business Education, 3. Carpentry,
4. Clothing & Textiles, 5. Auto Servicing, 6. Shop Joinery

Histogram Showing the Percentage Distribution of the Employers and Teachers Rating of the Importance and Accomplishment of Objective No. 14.

Figure 17

1. The short vocational employers indicated that this objective is more important than did the long vocational employers.
2. The teachers believed that this objective was accomplished at a higher degree than did the employers.
3. The auto servicing employers rated the accomplishment of the objective higher than did those in other specialties.
4. A large difference between the relative importance of the objective and its degree of accomplishment was expressed by the shop joinery employers.

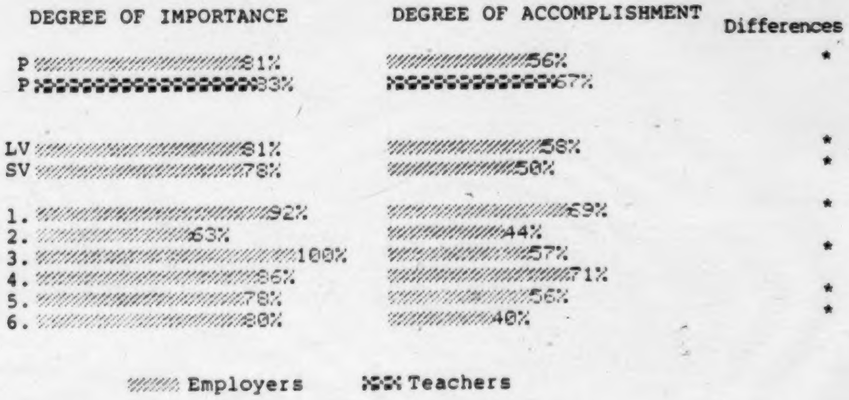
A detailed breakdown of the employers' and teachers' responses regarding the importance and accomplishment of Objective No. 14 can be found in Tables 50, 59 and 60 in Appendix 5.

Objective No. 15. To motivate the teacher-coordinator by re-establishing his contact with business and industry.

The histogram in Figure 18 summarizes the responses of employers and teachers regarding the importance and accomplishment of this objective. The great majority of the respondents indicated that this objective is important. Two-thirds of the teacher population and slightly more than half of the employers also indicated that this objective was accomplished.

OBJECTIVE NO. 15 (Teacher Oriented)

To motivate the teacher-coordinator by re-establishing his contact with business and industry.



P: Total Population
LV: Long Vocational - SV: Short Vocational

1. Auto Mechanics, 2. Business Education, 3. Carpentry, 4. Clothing & Textiles, 5. Auto Servicing, 6. Shop Joinery

Histogram Showing the Percentage Distribution of the Employers and Teachers Rating of the Importance and Accomplishment of Objective No. 15

Figure 18

The following noteable differences in perception were found among the respondents:

1. A large difference between the relative importance of the objective and its degree of accomplishment was expressed by the teachers and by the employers in all six specialties. That difference was larger still among the carpentry and shop joinery employers.
2. As might be expected the difference noted above existed also among both long and short vocational program employers.

A detailed breakdown of the employers' and teachers' responses regarding the importance and accomplishment of Objective No. 15 can be found in Tables 51, 59 and 60, in Appendix 5.

Evaluation of Employer-Oriented Objectives

Four employer-oriented objectives were identified among the 22 objectives formulated for the "stage." For the purpose of this study these objectives were coded as Objectives No. 16 to 19. The cooperative employers and vocational teacher-coordinators were requested to evaluate these objectives both in terms of importance and accomplishment. Comparisons of the employers' and teachers' ratings of these objectives can be found in Table 64, in Appendix 5. The degree of importance and degree of accomplishment of these four objectives are perceived by employers and teachers are also shown by the histograms in Figures No. 19 to 23.

Objective No. 16. To enable the employer to express his needs to the school and to make the necessary recommendations in that respect.

The histogram in Figure 19 summarizes the responses of employers and teachers regarding the importance and accomplishment of this objective. All the teachers and a great majority of the employers indicated that this objective is important. All the teachers and slightly less than 2/3 of the employers also indicated that this objective was accomplished.

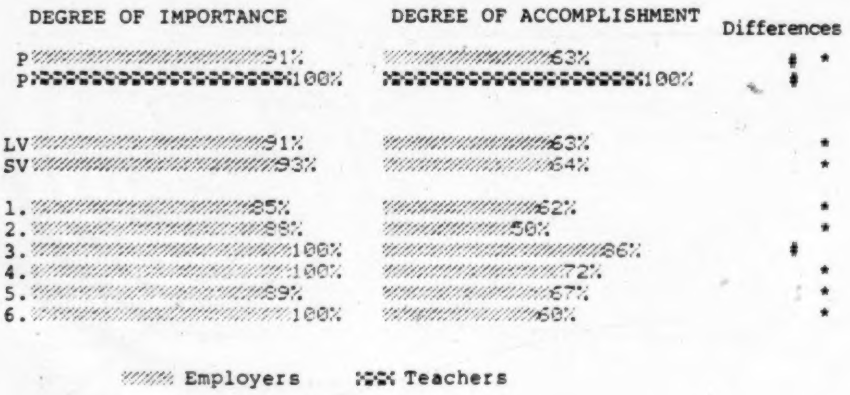
The following noteable differences in perception were found among the respondents:

1. The teachers indicated that this objective was accomplished at a much higher degree than did the employers.
2. The carpentry employers felt that this objective was accomplished at a much higher degree than did those in other specialties.
3. A large difference between the relative importance of the objective and its degree of accomplishment was expressed by the teachers and by the employers in all six specialties, with the exception of those in carpentry.
4. As might be expected the difference noted above existed among both long and short vocational program employers as well.

A detailed breakdown of the employers' and teachers'

OBJECTIVE NO. 16 (Employer Oriented)

To enable the employer to express his needs to the school and to make the necessary recommendations in that respect.



P: Total Population
LV: Long Vocational - SV: Short Vocational

1. Auto Mechanics, 2. Business Education, 3. Carpentry,
4. Clothing & Textiles, 5. Auto Servicing, 6. Shop Joinery

Histogram Showing the Percentage Distribution of the Employers and Teachers Rating of the Importance and Accomplishment of Objective No. 16

Figure 19

responses regarding the importance and accomplishment of Objective No. 16 can be found in Tables 52, 59 and 60 in Appendix 5.

Objective No. 17. To give an opportunity to the employer to know the different categories of school graduates, so as to enable him to select an employee according to his specific needs for a specific job.

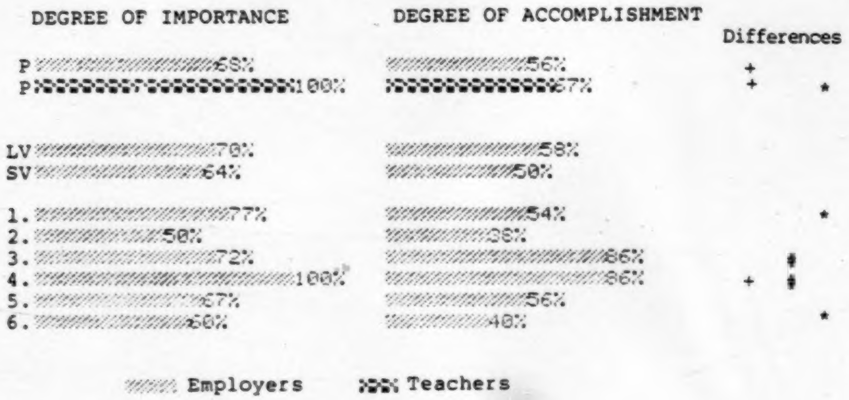
The histogram in Figure 20 summarizes the responses of employers and teachers regarding the importance and accomplishment of this objective. All the teachers and 2/3 of the employers indicated that this objective is important. Slightly more than half of the employer population and 2/3 of the teachers also indicated that this objective was accomplished.

The following noteable differences in perception were found among the respondents:

1. The teachers felt that this objective is more important than did the employers.
2. The clothing and textiles employers rated the degree of importance of this objective much higher than did those in other specialties.
3. The employers in carpentry and clothing and textiles believed that this objective was accomplished at a much higher degree than did those in other specialties.
4. The majority of the business education and shop joinery employers felt that this objective was not accomplished.

OBJECTIVE NO. 17 (Employer Oriented)

To give an opportunity to the employer to know the different categories of school graduates, so as to enable him to select an employee according to his specific needs for a specific job.



P: Total Population
LV: Long Vocational - SV: Short Vocational

1. Auto Mechanics, 2. Business Education, 3. Carpentry,
4. Clothing & Textiles, 5. Auto Servicing, 6. Shop Joinery

Histogram Showing the Percentage Distribution of the Employers and Teachers Rating of the Importance the Accomplishment of Objective No. 17

Figure 20

5. A large difference between the relative importance of the objective and its degree of accomplishment was expressed by the teachers and also by employers in auto mechanics and shop joinery.

A detailed breakdown of the employers' and teachers' responses regarding the importance and accomplishment of Objective No. 17 can be found in Tables 53, 59 and 60, in Appendix 5.

Objective No. 18. To enable the employer to participate in the manpower training (during the "stage") and to consider the possibility of extending his collaboration with the school.

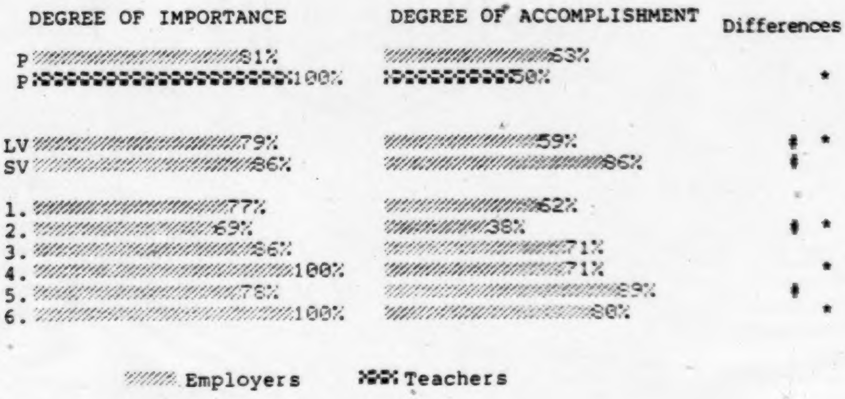
The histogram in Figure 21, summarizes the responses of employers and teachers regarding the importance and accomplishment of this objective. All the teachers and the great majority of the employers indicated that this objective is important; however, only half of the teachers and approximately 2/3 of the employers felt that this objective was accomplished.

The following noteable differences in perception were found among the respondents:

1. The short vocational employers indicated that this objective was accomplished at a higher degree than did those in the long vocational program.
2. The business education employers rated the accomplishment of this objective much lower than did those in other specialties.
3. The auto servicing employers believed that this

OBJECTIVE NO. 18 (Employer Oriented)

To enable the employer to participate in manpower training (during the "stage") and to consider the possibility of extending his collaboration with the school.



P: Total Population
LV: Long Vocational - SV: Short Vocational

1. Auto Mechanics, 2. Business Education, 3. Carpentry,
4. Clothing & Textiles, 5. Auto Servicing, 6. Shop Joinery

Histogram Showing the Percentage Distribution of the Employers and Teachers Rating of the Importance and Accomplishment of Objective No. 18

Figure 21

objective was accomplished at a higher degree than did those in other specialties.

4. A large difference between the relative importance of the objective and its degree of accomplishment was expressed by the teachers, the long vocational employers and also by the employers in business education, clothing and textiles and shop joinery.

A detailed breakdown of the employers' and teachers' responses regarding the importance and accomplishment of Objective No. 18 can be found in Tables 54, 59 and 60, in Appendix 5.

Objective No. 19. To enable the employer to develop the ability of evaluating the aptitudes and qualities of a future employee; and to facilitate his integration to the world of work.

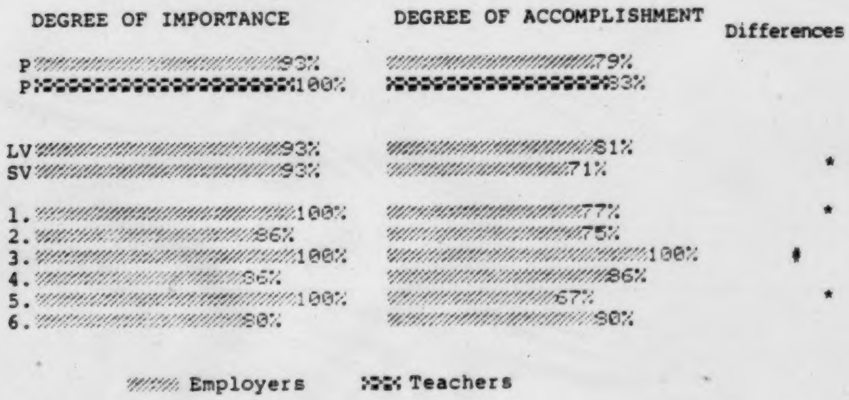
The histogram in Figure 22 summarizes the responses of employers and teachers regarding the importance and accomplishment of this objective. The great majority of the teachers and employers indicated that this objective is important and that it was accomplished.

The following noteable differences in perception were found among the respondents:

1. The employers in carpentry indicated that this objective was accomplished at a higher degree than did those in other specialties.
2. A large difference between the relative importance of the objective and its degree of accomplishment

OBJECTIVE NO. 19 (Employer Oriented)

To enable the employer to develop the ability of evaluating the aptitudes and qualities of a future employee; and to facilitate his integration to the world of work.



P: Total Population
LV: Long Vocational - SV: Short Vocational

1. Auto Mechanics, 2. Business Education, 3. Carpentry,
4. Clothing & Textiles, 5. Auto Servicing, 6. Shop Joinery

Histogram Showing the Percentage Distribution of the Employers and Teachers Rating of the Importance and Accomplishment of Objective No. 19

Figure 22

was expressed by the auto mechanics and the auto servicing employers.

3. The differences noted above also existed among the short vocational program employers.

A detailed breakdown of the employers' and teachers' responses regarding the importance and accomplishment of Objective No. 19 can be found in Tables 55, 59 and 60 in Appendix 5.

Evaluation of School Board-Oriented Objectives

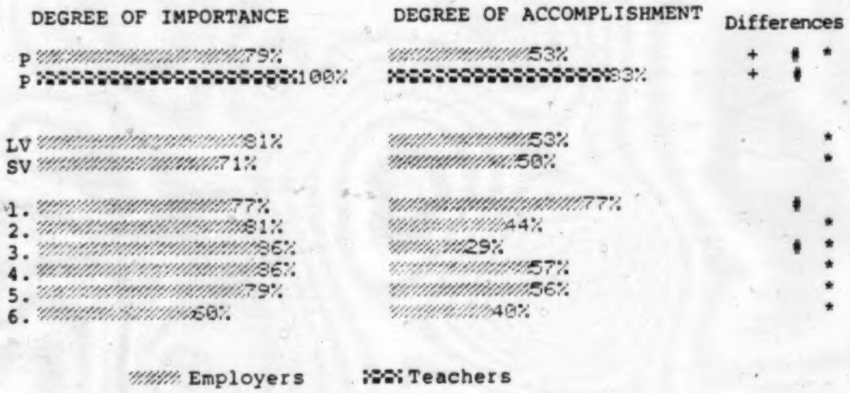
Three school board-oriented objectives were identified among the 22 objectives formulated for the "stage." For the purpose of this study these objectives were coded as Objectives No. 20 to 22. The cooperative employers and the vocational teacher-coordinators were requested to evaluate these objectives both in terms of importance and accomplishment. Comparisons of the employers' and teachers' ratings of these objectives can be found in Table 65, in Appendix 5. The degree of importance and the degree of accomplishment of these three objectives as perceived by employers and teachers are also shown in the histograms in Figures No. 23 to 25.

Objective No. 20. To enable the school board to establish and maintain close collaboration with business and industry.

The histogram in Figure 23 summarizes the responses of employers and teachers regarding the importance and accomplishment of this objective. All the teachers and a great majority of the employers indicated that this objective

OBJECTIVE NO. 20 (School Board Oriented)

To enable the school board to establish and maintain close collaboration with business and industry.



P: Total Population
LV: Long Vocational - SV: Short Vocational

1. Auto Mechanics, 2. Business Education, 3. Carpentry, 4. Clothing & Textiles, 5. Auto Servicing, 6. Shop Joinery

Histogram Showing the Percentage Distribution of the Employers and Teachers Rating of the Importance and Accomplishment of Objective No. 20.

Figure 23

is important. The great majority of the teachers and half of the employers also indicated that this objective was accomplished.

The following noteable differences in perception were found among the respondents:

1. The teachers rated both the importance and the accomplishment of this objective higher than did the employers.
2. The shop joinery employers felt that this objective is less important than did those in other specialties.
3. The auto mechanic employers believed that this objective was accomplished at a higher degree than did those in other specialties.
4. The employers in carpentry felt that this objective was accomplished at a considerably lower degree than did those in other specialties.
5. A large difference between the relative importance of the objective and its degree of accomplishment was expressed by the employers in general.
6. As might be expected the difference noted above existed also among both long and short vocational employers and among the employers in all the specialties with the exception of those in auto mechanics.

A detailed breakdown of the employers' and teachers' responses regarding the importance and accomplishment of Objective No. 20 can be found in Tables No. 56, 59 and 60 in Appendix 5.

Objective No. 21. To enable the school board to develop and improve the status of vocational education among students, parents, teachers and business and industry.

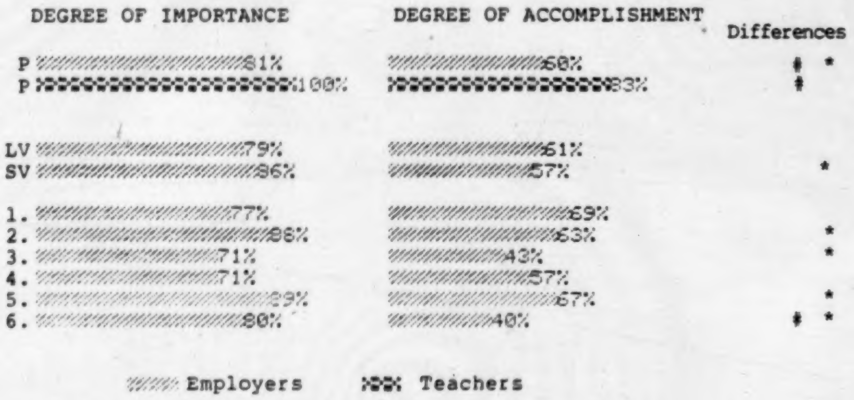
The histogram in Figure 24 summarizes the responses of employers and teachers regarding the importance and accomplishment of this objective. All the teachers and a great majority of the employers indicated that this objective is important. The great majority of the teachers and approximately 2/3 of the employers also indicated that this objective was accomplished.

The following noteable differences in perception were found among the respondents:

1. The teachers rated both the importance and the accomplishment of this objective higher than did the employers.
2. The shop joinery employers felt that this objective was accomplished at a considerably lower level than did those in other specialties.
3. A large difference between the relative importance of the objective and its degree of accomplishment was expressed by the employers in general.
4. The difference noted above also existed among the employers in business education, carpentry, auto servicing and shop joinery.
5. As might be expected the above mentioned difference was also present among the short vocational program employers.

OBJECTIVE NO. 21 (School Board Oriented)

To enable the school board to develop and improve the status of vocational education among students, parents, teachers, and business and industry.



P: Total Population
LV: Long Vocational - SV: Short Vocational

1. Auto Mechanics, 2. Business Education, 3. Carpentry,
4. Clothing & Textiles, 5. Auto Servicing, 6. Shop Joinery

Histogram Showing the Percentage Distribution of the Employers and Teachers Rating of the Importance and Accomplishment of Objective No. 21

Figure 24

A detailed breakdown of employers' and teachers' responses regarding the importance and accomplishment of Objective No. 21 can be found in Tables No. 57, 59 and 60, in Appendix 5.

Objective No. 22. To enable the school board to identify the updating needs of vocational teachers and guidance counsellors.

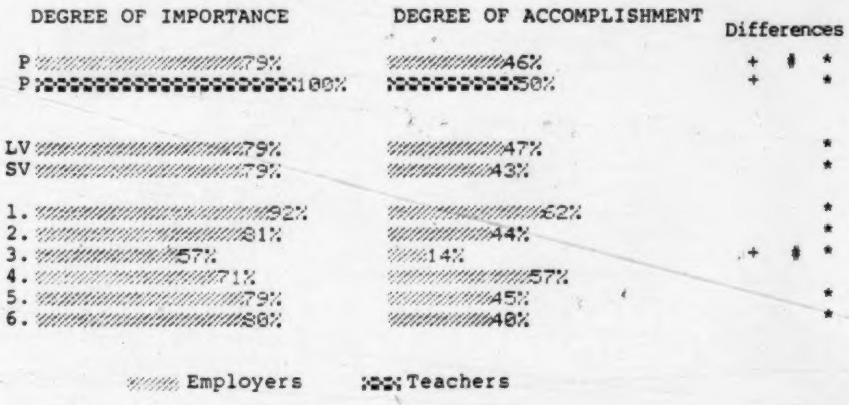
The histogram in Figure 25 summarizes the responses of employers and teachers regarding the importance and accomplishment of this objective. All the teachers and a great majority of the employers indicated that this objective is important. Approximately half of the respondents also indicated that this objective was accomplished.

The following noteable differences in perception were found among the respondents:

1. The teachers rated the importance of this objective higher than did the employers.
2. The employers in carpentry felt that this objective is less important and was accomplished at a much lower degree than did those in other specialties.
3. A large difference between the relative importance of the objective and its degree of accomplishment was expressed by both employers and teachers.
4. As might be expected the difference noted above also existed among both long and short vocational employers as well as among the employers in all the specialties, with the exception of those in

OBJECTIVE NO. 22 (School Board Oriented)

To enable the school board to identify the updating needs of vocational teachers and guidance counselors.



P: Total Population
LV: Long Vocational - SV: Short Vocational

1. Auto Mechanics, 2. Business Education, 3. Carpentry,
4. Clothing & Textiles, 5. Auto Servicing, 6. Shop Joinery

Histogram Showing the Percentage Distribution of the Employers and Teachers Rating of the Importance and Accomplishment of Objective No. 22

Figure 25

clothing and textiles.

A detailed breakdown of the employers' and teachers' responses regarding the importance and accomplishment of Objective No. 22 can be found in Tables 58, 59 and 60, in Appendix 5.

Need Assessment

A need assessment was used as a further statistical analysis with the students', employers' and teachers' responses regarding the degree of importance and accomplishment of the program objectives. The aim was to identify the needs for program improvement or revision, and to rank these needs in order of priority to be addressed by improvement efforts. It consisted essentially of the computation of the mean discrepancy scores (difference between degree of importance and degree of accomplishment) by group for each objective. These discrepancy scores thus obtained allowed for need identification and needs priority ranking.

Table 66, in Appendix 5 shows the mean discrepancy scores of both teachers and employers for the 22 objectives of the "stage." The same five point scale (1 to 5) utilized by teachers and employers for assessing the program objective was used in computing the mean discrepancy scores. The mean discrepancy scores among the teachers ranged between 0.0 to 1.7 and 0.0 to 0.9 among the employers.

Table 74, in Appendix 5 also shows the mean discrepancy scores for the student population. Because of the nature of the student questionnaire the discrepancy scores were calculated as the differences between the percentage of important responses and the percentage of accomplished responses. The discrepancy scores among the students ranged between -12 to 12 percentage points.

Five Profiles were drawn to highlight the major discrepancies between the importance and accomplishment of the objectives as perceived by students, employers and teachers.

The Profile in Figure 26 shows the comparison of the students rating of importance and accomplishment of the ten student oriented objectives. In general the students rated the importance of these objectives higher than the accomplishment. The only exception being Objectives No. 5 and 9. As shown in Figure 26, the larger discrepancies occurred on Objectives No. 3, 5 and 8.

The Profiles in Figures 27 and 28 show, respectively, the comparison of employers' and teachers' rating of importance and accomplishment for the 22 objectives of the "stage." As may be seen, in general the teachers perceived that these objectives are more important and were accomplished at a higher degree than did the employers.

The Profile in Figure 29 shows the comparison of the employer's rating of importance and accomplishment for the 22 objectives of the "stage." The employers rated the importance of these objectives higher than the accomplishment; the only exception being Objective No. 21. The larger

Profile Showing the Comparison of
Students Rating of Importance and Accomplishment
for the 10 Student Oriented Objectives (N=72)

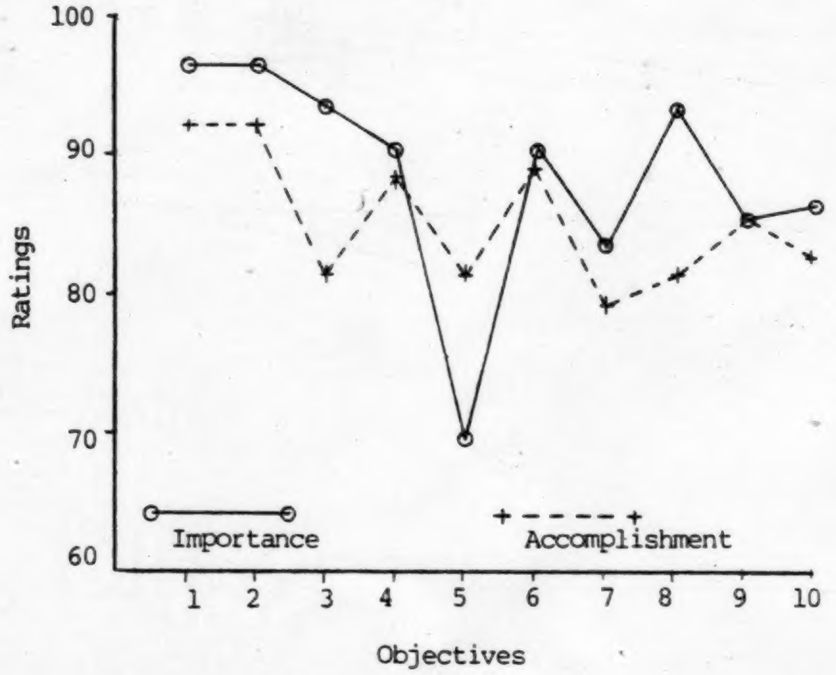


Figure 26

Profile Showing the Comparison of Employers and Teachers Ratings
for the Importance of the 22 Objectives of the "Stage"

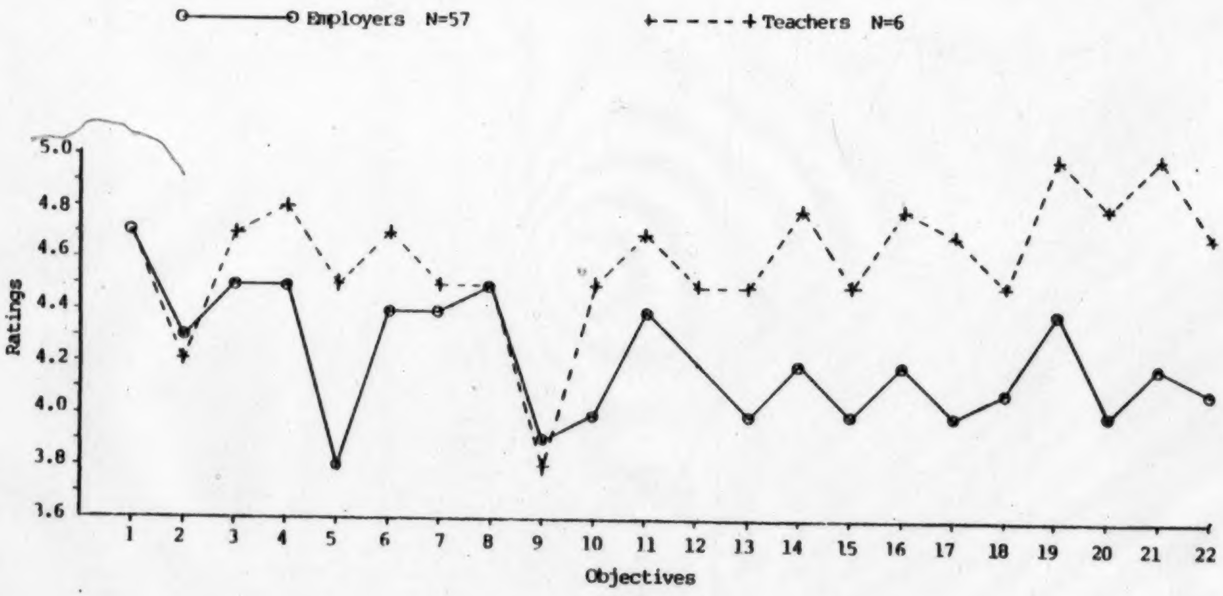


Figure 27

Profile Showing the Comparison of Employers and Teachers Ratings for the Accomplishment of the 22 Objectives of the "Stage"

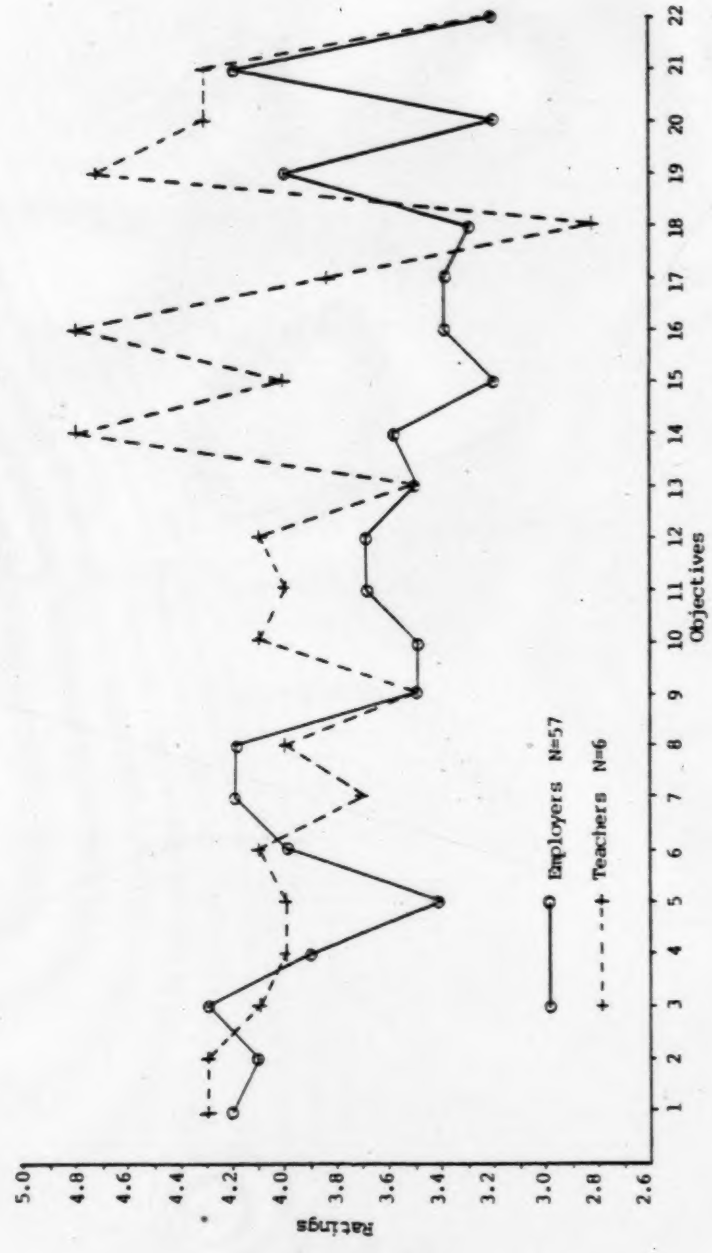


Figure 28

Profile Showing the Comparison of Employers Ratings of
Importance and Accomplishment for the 22 Objectives of the "Stage" (N=57)

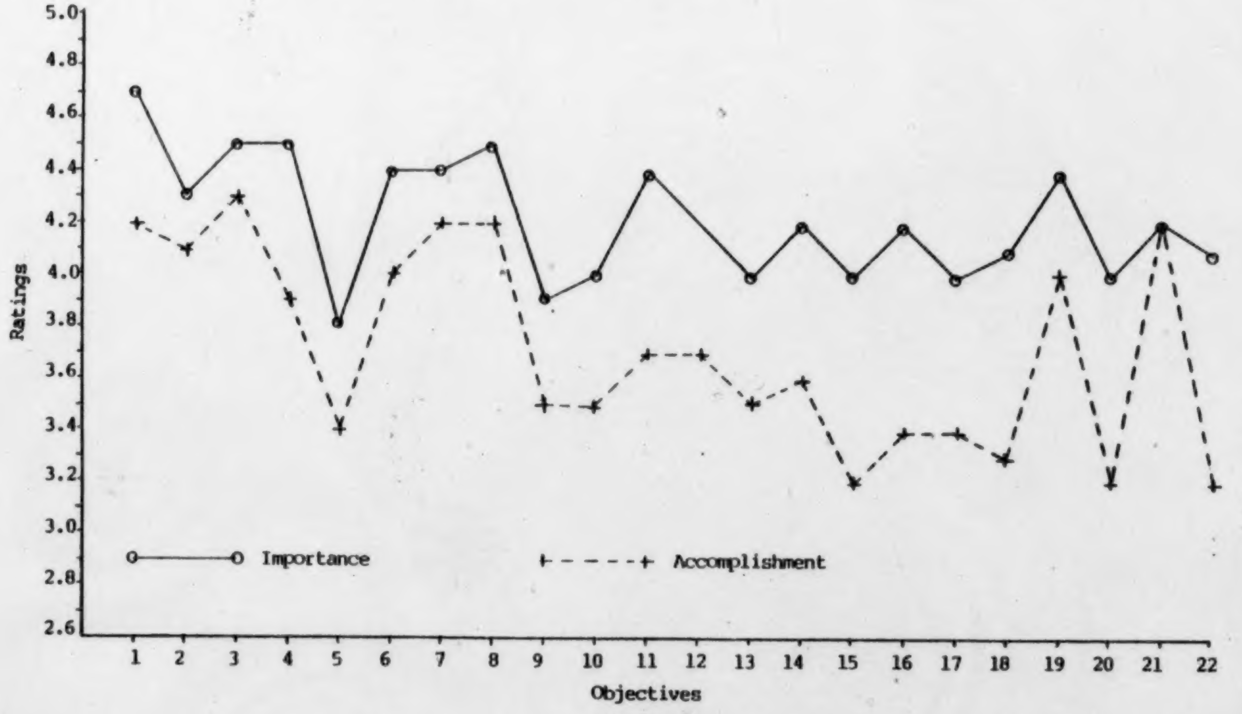


Figure 29

discrepancies between the perceived degree of importance and accomplishment occurred on Objectives 15, 16, 18 20 and 22.

The Profile in Figure 30 shows the comparison of the teachers rating of importance and accomplishment for the 22 objectives of the "stage." The teachers, too, rated the importance of these objectives higher than the accomplishment. The larger discrepancies between importance and accomplishment occurred on Objectives No. 4, 7, 13, 17, 18 and 22.

The discrepancies between the perceived degree of importance and accomplishment for all three populations were rated as being small, medium and large. The following rationale was used in the case of teachers and employers: discrepancies of 0.1 to 0.3 were considered as small; 0.4 to 0.7 medium and 0.8 and greater as large. Based on this rationale the following classification of the discrepancies were obtained: teachers--3 small, 11 medium, 6 large and for two objectives there were no differences between importance and accomplishment. For the employers 5 discrepancies were identified as small, 11 medium, 5 large, and one objective had equal ratings of importance and accomplishment.

In the case of the students, discrepancies between 1 to 3 percentage points were considered as small; 4 to 11 as medium and 12 and greater as large. On this basis 3 discrepancies were classified as large, 4 medium, 2 small and one objective had equal ratings of importance and accomplishment.

Profile Showing the Comparison of Teachers Ratings of
Importance and Accomplishment for the 22 Objectives of the "Stage" (N=6)

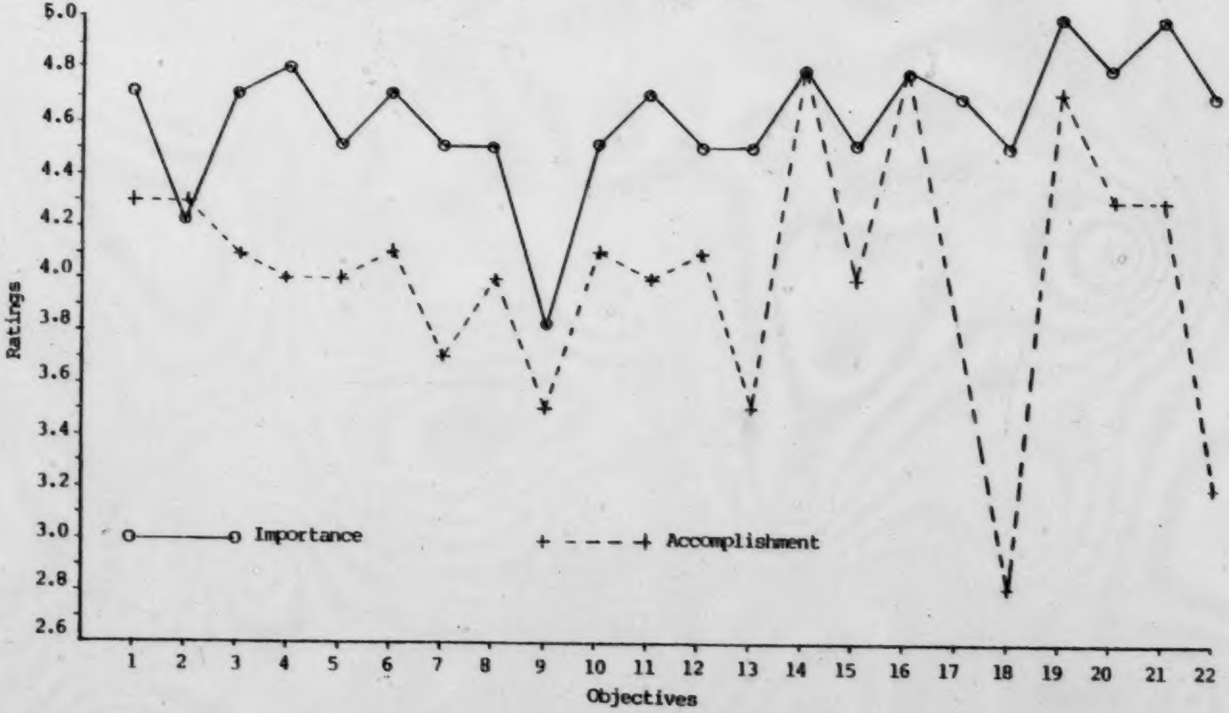


Figure 30

The final priority rating of each objective for the three groups of respondents was determined using the Decision Matrix shown in Tables 75, 76 and 77, in Appendix 5. The procedure was to list each objective next to its relative importance and under the column corresponding to its rated discrepancy; that is, large, medium, small or none. This procedure enabled the needs to be ranked in priority order while taking into consideration both the degree of importance and the degree of accomplishment of the program objectives. Table 3 shows the priority ranking of the needs by students, employers and teachers. Two objectives (no. 3 and 8) were rated as being top priority needs by the students; five by the employers (No. 15, 16, 18, 20 and 22) and six by the teachers (No. 4, 7, 13, 17, 18 and 22).

Agreement occurred between these three populations on the priority ranking of student oriented objective numbers 1 and 10 only. However, there was agreement between teachers and employers on Objectives No. 2, 11, 12, 18 and 22. There was also agreement between students and teachers on Objective No. 9.

The only noteable differences in the priority ranking of the needs based on the teachers' and employers' responses occurred on Objective No. 7, 14, 16 and 21. All other objectives, excluding those where agreement occurred, had a rank difference of only one priority above or below. The most noteable differences between students and teachers

Table 3

Final Priority Ranking of the Needs Based on the Perceived Degree of Importance and Degree of Accomplishment by Students, Employers and Teachers.
Students N=72, Employers N=57, Teachers N=6

OBJECTIVE NUMBER

PRIORITY 1			PRIORITY 2			PRIORITY 3			PRIORITY 4		
S	E	T	S	E	T	S	E	T	S	E	T
3			1—	1—	1		2—	2	5		
		4	2				3		9—		9
		7			3	4					14
8				4			5				16
		13			5	6				21	
	15			6—	6		7				
	16		7				8				
		17			8		9				
	18—	18	10—	10—	10			19			
	20			11—	11						
	22—	22		12—	12						
				13							
				14							
					15						
				17							
				19							
					20						
					21						

S = Students
E = Employers
T = Teachers

occurred on Objective No. 4. A smaller difference occurred on Objectives No. 3 and 8 between students and teachers.

Students' Overall Program Assessment

Section II of the students' questionnaire was developed to generate data for an overall program assessment based on the selected variables outlined previously in Chapter 3. The students' responses regarding overall program assessment are reported and analyzed in this section.

Coordination visits

As shown in Table 4, 63 percent of the respondents perceived the coordination visits as being an important feature for the "stage." The great majority (83%) of the short vocational graduates indicated that these visits are important; however, this opinion was shared by only 56 percent of the long vocational graduates. In comparing the students' responses by specialty, the two most important differences found were in business education, 18 percentage points below the mean (63%) and in shop joinery, 37 percentage points above that mean. A detailed breakdown of the students' responses regarding the importance of coordination visits can be found in Table 67, in Appendix 5.

Students hired by cooperative employers

The students were asked whether they had applied for a job with their cooperative employers; whether they were hired; and if yes, to state the nature of their job. Table

Table 4

Distribution of Students Responses Regarding the Importance of Coordination Visits
(N=72, n=54 Long Voc., n=18 Short Voc.)

	Total Important Responses (%)
Long Vocational	
Auto mechanics	64
Business education	45
Carpentry	56
Clothing & Textiles	67
Total	56
Short Vocational	
Auto servicing	73
Shop joinery	100
Total	83
All Respondents	63

5 summarizes the students' responses to these questions. Approximately half (47%) of the students who were on "stage," did apply for a job with their cooperative employers, and 10 (29%) of them were hired; 6, full-time and 4, part-time. Eight of these students obtained a job in their specialty and two in an occupation related to their training. The students' responses were further analyzed to determine the number of students who were hired in each specialty and the results were as follows: auto mechanics, 1; business education, 4; carpentry, 1; clothing and textiles, 1; auto servicing, 1; and shop joinery, 2. Placement through the "stage" seems to be easiest in business education (57%), shop joinery (40%) and clothing and textiles. A higher percentage of short vocational students (66.7%) applied for a job with the cooperative employers, than did long vocational students (41%). In comparing rate of success, however, no important differences were found. A detailed breakdown of the students' responses to the question can be found in Table 68, in Appendix 5.

Reasons for not being hired

The students who were unsuccessful in obtaining a job from their cooperative employers were requested to indicate why they were not hired. Table 6 summarizes the students' responses to this question. The major reason given by the students for not being hired was "no vacancy" (79%). Details

Table 5

Occupational Information of the Students
Hired by the Cooperative-Employers
Through the "Stage" (1981-82)
(N=34)

Occupational Information	Frequency (f)	Percentage %
Applied for job with cooperative-employer	34	47
Hired by cooperative-employer	10	29
Nature of Employment		
Full-time	6	60
Part-time	4	40
In occupational training	8	80
Related to occupational training	2	20

Table 6

Distribution of Students' Responses Regarding the Reason for Not Being Hired (N=24)

Reasons	Frequency (f)	Percentage %
No vacancy	19	79
No trade certificate	2	8
Lack of experience	3	13

of the students' responses to this question can be found in Table 68, in Appendix 5.

Employment status of students

As shown in Table 7, 44.4 percent of the students who completed and returned the questionnaires indicated that they were employed; 26.4 percent were employed full-time and 18 percent had part-time jobs. The students who were unemployed and still seeking jobs represented 30.6 percent of the population; and those who planned to pursue further studies, 23.6 percent. None of the respondents were categorized as "unemployed, not seeking jobs." As shown in Table 68, in Appendix 5, the proportion of students holding full-time jobs was higher (30%) among long vocational graudates than among the short vocational graduates (17%). Conversely, a higher percentage of short vocational graduates had part-time jobs. It is noteworthy that the students in clothing and textiles had the highest rate of full-time employment (44.4%).

The unemployment rate among the short vocational students was higher (44.4%) than among the long vocational students. In comparing the unemployment rate in the six specialties, the most important differences occurred in carpentry, 19 percentage points above the mean (30.6%); and in auto servicing and shop joinery, 15 and 13 percentage points below that mean, respectively.

Table 7

Distribution of Students' Responses Regarding Employment Status at Time of Survey (N=32)

Occupational Information	Frequency (f)	Percentage %
Employed full-time	19	26.4
Employed part-time	13	18.1
Total Employed	32	44.4
Unemployed seeking job	22	30.6
Unemployed not seeking job	--	--
Willing to pursue further studies	17	23.6

A higher percentage of students in the long vocational program (30%) indicated that they intend to pursue further studies, than did those in the short vocational program (17%). Approximately half of the respondents in carpentry indicated that they intend to continue their education. It should be noted that carpentry is the only specialty in which the Polyvalente offers advanced occupational training courses. Very few students in clothing and textiles and auto servicing expressed the desire to pursue further studies. Table 68, in Appendix 5, provides a detailed breakdown of the students' responses on this variable.

Nature of employment

Table 18 shows that slightly more than half of the active student population was employed in an occupation not related to their training; 12.5 percent secured employment related to their training; and 34.4 percent had an occupation in their specialties. It is important to note that out of the 11 students who obtained employment in their specialties, 8 (73%) did so through the "stage." Further analysis of the students' responses (see Table 68, in Appendix 5) shows that a higher percentage of students in clothing and textiles (44.4%) were able to obtain employment in their specialties as compared to the other groups. None of the students in auto mechanics held a job in that specialty. There were very little differences

Table 8

Distribution of Students' Responses Regarding the Nature of Employment at Time of Survey (N=32)

Nature of Employment	Frequency (f)	Percentage %
In occupational training	11	34.4
Related to occupational training	4	12.5
Not related to occupational training	17	53.1

in the nature of employment obtained by the long and short vocational students.

Transfer of training

The students who were employed in an occupation outside of their specialty and not related to their training were requested to indicate if they were able to use the skills and knowledge acquired to "a great extent," "to a little extent" or "not at all." Table 9 summarizes the students' responses to this question. The majority of the students (59%) indicated that they could use their skills and knowledge acquired to a little extent. There were no important differences between the students indicating "a great extent" (17.6%) and "not at all" (23.6%). There were no important differences between the long and short vocational graduates, with regard to the transfer of training. The students in carpentry seemed to have the highest rate of transfer (33.3%), followed by those in auto mechanics (21.4%) and auto servicing (18.2%). A detailed breakdown of the students' responses regarding the transfer of training can be found in Table 68, in Appendix 5.

Job titles of students

All the students who held a job were requested to indicate their job title. Following are the job titles stated by the students and the number in brackets represents the frequency count in each case: cabinet maker (1); carpenter (1); cashier (1); driver (4); farmer (7); gas station attendant (3); grocery attendant (3); janitor (2);

Table 9

Distribution of Students' Responses Regarding Transfer of Training
(N=17)

Transfer of Training	Frequency (f)	Percentage %
Great Extent	3	17.6
Very Little	10	58.8
Not At All	4	23.6

production worker in garment factory (4); sales (1); and secretary (6). Although farming is not a specialty included in the vocational education curriculum of the Polyvalente, seven students (22%) were engaged in this activity.

Difficulties encountered during the "stage"

Table 10 summarizes the students' responses regarding the difficulties encountered during their "stages." The great majority of the students (78%) indicated that they had not met any difficulty during their "stages"; and 16 (22%) identified five distinct types of difficulties that they had come across. Among these difficulties, "insufficient knowledge of the trade" was the most significant. Table 69, in Appendix 5, provides a detailed breakdown of the students' responses to this question.

What students liked best about the stage

The students were requested to indicate one aspect of their "stage" which they liked best, and their responses to this question are summarized in Table 11. Ten different aspects were mentioned, and it is interesting to note that all of the statements made are consistant with some of the implications contained in the student-oriented objectives formulated for the "stage." There was a wide variation in perception (4% to 19%) among the respondents regarding the 10 aspects mentioned. With the exception of Nos. 6 and 7, all other aspects identified were common to both long and short vocational programs; however, some

Table 10

Distribution of Students' Responses Regarding Difficulties Encountered during the "Stage" (N=72)

Difficulties	Frequency (f)	Percentage %
Insufficient knowledge of the trade	10	14
Assignments too hard	2	2,8
Lack of speed	2	2.8
Transportation	1	1.4
Too timid	1	1.4
No difficulties	56	78

Table 11

Distribution of Students' Responses Regarding What Students Like Best During Their "Stage" (N=72)

Students' Responses "Liked Best"	All Respondents N=72 (%)	Long Voc. N=54 (%)	Short Voc. N=18 (%)
1. Learning new skills	19	17	28
2. Employers' confidence in students	14	17	6
3. Friendly relationship employer/employee	14	17	6
4. Learning new methods	11	9	17
5. Worked on computors, telex and other new equipment	11	13	6
6. Nature of work	8	9	--
7. Facilitate transition from school to work	8	11	--
8. Good variety of assignments	7	6	11
9. Putting theory into practice	4	4	6
10. Having responsibility	4	2	11

differences in perception were found among the students in these sub-programs. Table 70, in Appendix 5, provides a detailed breakdown of the students' responses to this question.

What students liked least about the "stage"

Table 12 summarizes the students' responses to the question requesting them to indicate what one thing they liked least about their "stage." Slightly less than half of the student population (46%) indicated that they liked every aspect of their "stage." The remaining students identified nine aspects of their "stage" which they liked least. There was a wide variation in perception (3% to 14%) among the respondents regarding these nine aspects. Only three of the aspects identified (Nos. 1, 4, and 8) were common to both long and short vocational students. The most significant negative aspect identified by both sub-groups was repetitious work (14%). The students were not more explicit with regard to "nature of assignments." If, by nature of assignment, they also meant repetitious work then that aspect of the "stage" would reach an alarmingly high percentage (24%) for the total population and 28 percent for the long vocational students. Table 71, in Appendix 5, provides a detailed breakdown of the students' responses to this question.

Desirable changes to improve the "stage"

The students were requested to name one change that they would like to make for improving the "stage," and

Table 12

Distribution of Students' Responses Regarding What Students Liked Least About Their "Stage"

Students' Responses "Liked Least"	All Respondents N=72 (%)	Long Voc. N=54 (%)	Short Voc. N=18 (%)
1. Repetitious work	14	15	11
2. Nature of assignments	10	13	--
3. Insufficient work	8	11	--
4. Cleaning up	7	6	11
5. Coordination visit	4	6	--
6. Insufficient responsibiltiy	3	3.7	-✓
7. Customers attitudes	3	4	--
8. No salaries	3	2	5
9. Employers attitudes	3	--	5

Table 13 summarizes their responses to this question. Thirty students (28%) indicated that no changes should be made to the "stage," and the remaining proposed eight changes. There was a wide variation in opinion (1% to 46%) among the students with regard to these changes. Three of these changes (Nos. 1, 2, and 3) were common to the students involved in both long and short vocational programs. The most significant change, proposed by nearly half (46%) of the student population, was to extend the period of the "stage" for one or two weeks. Although the business education students had three weeks of "stage" as compared to only two weeks in the other specialties, still 18 percent of these students felt that the period of the "stage" should be extended. A higher percentage of long vocational students (28%) suggested extending the duration of the "stage" as compared to the short vocational students (17%). It should also be noted that 1 percent of the respondents indicated that the length of the "stage" should be shortened. While most of the suggestions made by the students fall in line with the policy of the "stage," three of them are contrary to the policy guidelines; these are: (a) abolish coordination visits; (b) salary while on "stage"; and (c) shorter periods of "stage." Table 72, in Appendix 5, provides a detailed breakdown of the students' responses to this question.

Table 13

Distribution of Students' Responses Regarding Desirable Changes to Improve the "Stage"

Desirable Changes	All Respondents N=72 (%)	Long Voc. N=54 (%)	Short Voc. N=18 (%)
1. Extend the period of the "stage"	46	28	17
2. Provide more variety of learning experiences	8	7	11
3. Provide training plans to employers	4	4	6
4. Abolish coordination visits	3	4	--
5. Make better selection of work stations	3	4	--
6. Give more responsibility to students	1	2	--
7. Salary while on "stage"	1	--	5
8. Shorter period of "stage"	1	2	--

Employers' Overall Program Assessment

Besides evaluating the objectives of the "stage," in the second part of their questionnaire, the employers were requested to make an overall assessment of this program. This evaluation was based on the selected variables outlined previously in Chapter 3. In this section the employers' responses regarding the overall program assessment are reported and analyzed.

Readiness of students

Table 73, in Appendix 5, provides a detailed breakdown of the employers' responses regarding the readiness of the students when they come to business and industry for their "stage." Two-thirds of the employers (65%) indicated that the students were adequately prepared prior to the "stage." The employers involved in the long vocational program felt that the students were better prepared than did those involved in the short vocational program. There was a 20 percentage point difference in their responses. In comparing the employers' responses in the six specialties, the only notable difference found was in auto servicing, 21 percentage points below the mean (65%).

Duration of "stage"

As shown in Table 73, in Appendix 5, 68 percent of all respondents indicated that the duration of the "stage" is adequate. A 23 percentage point difference in opinion was found between the employers involved in the long

(63%) and short (86%) vocational program. When the employers' responses were compared by specialty, the three most important differences occurred in auto servicing and shop joinery, 21 and 18 percentage points respectively above the mean (68%); and in carpentry, 25 percentage points below that mean. Only 43 percent of the employers in carpentry felt that the duration of the "stage" is adequate.

Timing of "stage" for business and industry

The employers were asked to indicate if the "stage" was held at the best time of the year for their business; details of their responses are presented in Table 73, Appendix 5. The great majority of the employers (91%) felt that the timing of the "stage" was appropriate for their business. When the employers' responses were compared by program type and by specialty, no important differences were found among these various sub-groups.

Timing of the "stage" in curriculum

As shown in Table 73, Appendix 5, the great majority of the employers (88%) indicated that the "stage" is held in the best period of the students' occupational training program. In comparing the employers' responses by program type and by specialty, no important differences were found.

Use of the "stage" as a recruitment tool

As shown in Table 73, in Appendix 5, slightly less than half (47.4%) of the employers indicated that they use the "stage" as a recruitment tool. There was a 14 percentage point difference in responses among the employers involved in the long (50%) and short (64%) vocational programs. When the employers' responses were compared by specialty, the most notable differences occurred in auto mechanics, 16 percentage points below the mean and in shop joinery, 33 percentage points above that mean.

Cooperative employers hiring students

As shown in Table 73, in Appendix 5, 10 employers (17.5%) indicated that they have hired a student who was on "stage" during the 1981-82 school year. The employers in the long vocational program hired eight students as compared to only two, by those in the short vocational program. In the long vocational program two students were hired in each of the specialties; and in the short vocational program, one was hired in each. As previously reported, the students were also asked if they had obtained a job from their cooperative employers. Ten answered positively. Consequently there were no differences between the students' and employers' responses to this question.

The employers who did not hire a student were asked if they would have offered employment to a student if they had had a vacancy in their firms. As shown in Table 73, Appendix 5, 37 employers (65%) indicated that they would have hired a student if a vacancy had existed.

Reasons for not hiring students

The employers who did not hire any student were asked to state the reason why; the results were as shown in Table 14. Of the 47 employers who did not hire a student, only 31 answered the question. The most prevalent reason given by the employers for not hiring a student was the economic recession. There was, however, a difference of 25 percentage points in the responses of the employers involved in the long and the short vocational programs. The second reason given, which is common to the employers in both programs, was lack of experience. There were no important differences in their responses. The three other reasons given applied only to the employers in the long vocational program. As was reported earlier, the students gave three reasons why they were not hired by their cooperative employers: (1) no vacancy (79%), (2) lack of experience (13%) and (3) no trade certificate (8%). Three of the reasons put forward by the employers correspond exactly to those given by the students, and there were little differences in the responses of both populations.

Vocational graduates hired through "stage"

The employers were also requested to indicate how many vocational education graduates of the Polyvalente they have recruited through the "stage"; how many were still in their employ and finally, if they are satisfied with the performance of these graduates. A detailed breakdown of the

Table 14

Distribution of Employers' Responses Regarding Reasons for Not Hiring Students

Reasons	All Respondents N=31 (%)	Long Voc. N=22 (%)	Short Voc. N=9 (%)
Economic Recession	71	64	89
Lack of Experience	13	14	11
No Trade Certificate	7	9	--
Recruitment through Government Agency Only	7	9	--
Lack of Mobility of Student	3	5	--

employers' responses to these questions are presented in Table 73, in Appendix 5. The respondents indicated that they have recruited 53 vocational education graduates of the Polyvalente through the "stage." The number of students recruited in the six specialties are evenly distributed, the only exception being clothing and textiles with only six recruitments.

Only 18 (34%) of the 53 vocational education graduates recruited by the cooperative employers were still in their employ.

Employer satisfaction with vocational graduates

As shown in Table 73, in Appendix 5, the great majority (98%) of the employers who had had or still have the vocational graduates of the Polyvalente in their employ were satisfied with the performances of these graduates. None of the employers who responded to this question expressed any dissatisfaction with the performance of the graduates; however, there was a 2 percent "no response" rate. There was very little difference in opinion between the employers involved in the long and the short vocational programs regarding the performances of the vocational education graduates.

Advisory committee

When the employers were asked if they thought the Polyvalente should set up an advisory committee grouping individuals from education, and business and industry to provide input for the organization of the "stage"; the majority of the respondents (77%) replied positively (see Table 73, in Appendix 5). There were little differences in opinion between the employers involved in the long (77%) and the short (79%) vocational programs.

The employers were also requested to indicate if they would like to participate in that advisory committee. As shown in Table 73, in Appendix 5, 39 percent of the respondents expressed the desire to participate in the work of such a committee. A higher proportion of the employers in the long vocational program (42%) was interested in participating in the advisory committee compared to the short vocational program (29%).

Evaluation of forms

As shown in Table 73, in Appendix 5, the great majority of the employers (83%) felt that the various forms used in connection with the "stage" are appropriate and adequate. There was little difference in opinion between the employers involved in the long (81%) and the short (86%) vocational programs. When the employers' responses in the six specialties were compared, the most notable differences occurred in carpentry, 25 percentage points below the mean (82%); and in clothing and textiles and shop joinery, both 18 percentage points above that mean.

Importance of coordination visits

The employers were asked to indicate whether or not they felt that the teacher coordination visits contribute to the success of the student. As shown in Table 73, in Appendix 5, 60 percent of the respondents replied "Yes"; 31 percent, "No"; and there was a 9 percent rate of no response. A higher proportion of employers in the short vocational program (71%) replied positively to that question than did those in the long vocational program (56%). When the employers' responses were compared by specialty, the most important responses occurred in clothing and textiles and shop joinery, 25 and 20 percentage points respectively above the mean (60%); and in business education, 16 percentage points below that mean.

Teacher-Coordinators' Overall Program Assessment

Similar to the students and employers, the teacher-coordinators were also requested to make an overall assessment of the "stage" in Section II of their questionnaires. The questions for this evaluation were developed on the basis of the selected variables outlined previously in Chapter 3. Table 15 summarizes the teacher-coordinators' responses regarding the overall program assessment.

Readiness of students

As shown in Table 15, all the vocational teacher-coordinators (100%) indicated that the students were adequately prepared before being placed in business and industry for their "stage."

Table 15

Distribution of the Teacher-coordinators' Responses Regarding the Overall Program Assessment (N=6)

Questions	Yes %	No %	No Response %
1. Readiness of the students for the "stage"	100	--	--
2. Duration of "stage"	83	17	--
3. Timing of "stage" for business and industry	100	--	--
4. Timing of "stage" in curriculum	83	17	--
5. Teachers' evaluation of students	100	--	--
6. Objectivity of employers' evaluation	83	17	--
7. Importance of coordination visits	100	--	--
8. Tasks assigned to students	100	--	--
9. Need of advisory committee	100	--	--
10. Vocational teachers interest in advisory committee	50	50	--
11. Forms used for the "stage"	83	17	--

Duration of the "stage"

The great majority of the teacher-coordinators felt that the duration of the "stage" in business and industry is adequate for the vocational education students. One teacher-coordinator (17%), however, indicated that the duration of the "stage" could be extended for a week (see Table 15).

Timing of "stage" for business and industry

As shown in Table 15, the teacher-coordinators unanimously (100%) agreed that the "stage" is held at the best time of the year for business and industry.

Timing of the "stage" in curriculum

The great majority of the teacher-coordinators (83%) indicated that the stage is held in the best period of the students' occupational training program. One teacher-coordinator (17%) replied negatively to that question, but failed to provide any alternative solution (see Table 15).

Teachers' evaluation of students

As shown in Table 15, all the teacher-coordinators indicated that they do evaluate their students in business and industry during the "stage."

Objectivity of employers' evaluation

The great majority of the teacher-coordinators believed that the employers evaluate the students objectively during the "stage" in business and industry. One teacher-coordinator (17%) differed in opinion from the rest of the group (see Table 15).

Importance of coordination visits

As shown in Table 15, all the teacher-coordinators (100%) felt that the coordination visits contribute to the success of the students during the "stage."

Tasks assigned to students

All the teacher-coordinators (100%) felt that the tasks assigned to the students by the employers during the stage were relevant to the students' occupational training (see Table 15).

Advisory committee

When the teacher-coordinators were asked whether the Polyvalente should set up an advisory committee grouping individuals from education, and business and industry to provide input for the organization of the stage, they unanimously (100%) answered "Yes." However, only 50 percent of the respondents expressed an interest in participating in that advisory committee (see Table 15).

Evaluation of forms

As shown in Table 15, the great majority of the teacher-coordinators (83%) indicated that the various forms used by the Polyvalente in connection with the "stage" are appropriate and adequate. One teacher-coordinator (17%), however, differed in opinion from the rest of the group.

Comparison of Employers' and Teachers' Overall Program Assessment

As mentioned previously in Chapter 3, there were eight variables common to both the employers' and the teachers' questionnaires in the section related to the overall assessment of the "stage." The employers' and teachers' responses to these common variables are compared here to determine any differences in opinion which might exist between these two populations.

As shown in Table 16, there are five instances in which the responses of these two populations differed by more than 10 percentage points on the selected variables. In each case the teachers provided a higher percentage of agreement responses than did the employers. These variables are:

(1) Readiness of student for the "stage"

(2) Duration of "stage"

(3) Need of advisory committee

(4) Interest in participating in an adivsory committee

(5) Importance of coordination visits.

Concerning the first variable listed above, while all of the teachers believed that the students were well prepared for the "stage," a third of the employers felt that they were not. These employers did not provide any additional comments to support their reply.

With regard to the second variable, "duration of the 'stage,'" it is important to note that while 83 percent of the teachers and 68 percent of the employers indicated that the duration of the "stage" is adequate; 46 percent of

Table 16

Comparison of Employers' and Teachers' Responses Regarding Overall Program Assessment Employers (N=57), Teachers (N=6)

Variables	Employers Yes (%)	Teachers Yes (%)
Readiness of students for the "stage"	65	100
Duration of "stage"	68	83
Timing of "stage for business and industry	91	100
Timing of "stage" in curriculum	88	83
Need of advisory committee	77	100
Interest in participating in advisory committee	38	50
Forms used for "stage" (appropriate and adequate)	82	83
Importance of coordination visits	60	100

the students believed that it should be extended (see Table 24, pg.   ). A high percentage of students (46%) and employers (30%) therefore perceived a need to extend the length of the "stage."

Although the great majority of the employers and teachers indicated that the Polyvalente should set up an advisory committee for the "stage," there was still a 23 percent difference in their responses. It should be noted, however, that the rate of "no responses" among the employers was 9 percent (see Table 74, in Appendix 5).

There was a considerable difference between employers' (60%) and teachers' (100%) responses regarding the importance of the teachers' coordination visits at the work stations. As reported previously (see Table 4, p.   ) only 63 percent of the students perceived the coordination visits as being an important feature of the "stage." There were few differences in opinion between the students and employers regarding the importance of coordination visits.

CHAPTER 5

Summary

The Problem

This study was conducted to ascertain the worth of the "stage" in vocational education; the degree of importance of the program objectives; and the effectiveness of this program in meeting these intended objectives in the opinion of the participating vocational education students, cooperative employers and the vocational teacher-coordinators.

Populations

The populations for this study consisted of the three groups of individuals who were directly involved in the "stage" organized by the Polyvalente Arthur Pigeon in Quebec, during the 1981-82 school year; namely: (a) all graduating vocational education students (N-83); (b) all the cooperative employers (N=71); and (c) all teacher-coordinators (N=6).

Procedure

Three written questionnaires were specifically developed for this study; one for each population involved. In each case the questionnaire was designed to elicit information from the respondents regarding the degree of importance and the degree of accomplishment of the program objectives, and also for an overall assessment of the program. The students were requested to evaluate only the 10 student-oriented objectives, while the employers and teachers were asked to assess all 22 objectives formulated for the "stage."

The students' and employers' questionnaires were mailed to the respondents on July 15, 1982, with a covering letter and a self-addressed return envelope, while that of the teacher-coordinators was administered on an individual basis in an interview setting.

A telephone follow-up was conducted among the students and employers to ensure the highest possible rate of returns. By August 30, 1982, a total of 72 students and 57 employers had completed and returned the questionnaires. The 6 teacher-coordinators also completed their questionnaires.

All returned questionnaires were classified, and the responses were coded and tabulated into frequencies and percentages with regard to the degree of importance and the degree of accomplishment of the program objectives, together with the overall assessment of the program. All data gathered were reported and analyzed. Comparisons of the responses from the three populations were made where appropriate to ascertain any differences in opinion which might exist among the respondents.

Findings

Evaluation of Program Objectives

The major findings derived from the data analysis regarding the degree of importance and the degree of accomplishment of the 22 objectives of the "stage" were as follows.

Students-oriented objectives

In general the majority of the students, employers and teachers perceived that the 10 students-oriented objectives are important and that all these objectives were accomplished during the "stage." The data revealed no major differences in opinion among the respondents regarding the degree of importance of these objectives; however, a few differences were found with regard to their degree of accomplishment. The two most noteable differences occurred on Objectives No. 5 and 9.

Comparison of the students' responses by program type showed no major differences in opinion between the long and short vocational students. Similarly no major differences in opinion were found between the employers in these two subprograms on the importance of these objectives. There was, however, some disagreement between long and short vocational employers regarding the accomplishment of Objectives No. 5, 9 and 10.

Comparison of the students' and employers' responses by program type showed no major differences among the respondents regarding the degree of importance of the objectives. A few differences were found among the respondents concerning the degree of accomplishment. The largest differences occured on Objectives No. 5 and 9 in the long vocational program and on Objectives No. 4 and 10 in the short vocational program.

No major differences in opinion were found among the students involved in the six specialties regarding the importance and accomplishment of the objectives. In the case of the employers, a few differences were found on both the importance and accomplishment of these objectives.

Comparison of the students' and employers' responses by specialties showed a few differences among the respondents regarding both the importance and the accomplishment of the objectives. Most of these differences occured on Objectives No. 5, 9 and 10.

In general no major differences were found among the three populations between the relative importance of these objectives and their degree of accomplishment. However, when analyzing the students' and employers' responses by specialties, a few of these differences were found.

Teacher-oriented objectives

In general the majority of the employers and teachers felt that the 5 teacher-oriented objectives are important and that these objectives were all accomplished during the "stage." No major differences in opinion were found among the respondents. When the employers' responses were compared by program type, no major differences in opinion were found between the long and short vocational employers.

Comparison of the employers responses by specialties show no major differences in opinion among the respondents concerning the importance of the objectives; however, a few differences were found with regard to their degree of accomplishment. The most noteable difference occurred on Objective No. 13 in carpentry and clothing and textiles.

Few differences between the relative importance of the teacher-oriented objectives and their degree of accomplishment were found.

Employer-oriented objectives

In general the majority of the employers and teachers indicated that the four employer-oriented objectives are important and that these objectives were all accomplished during the "stage." The only two major differences in opinion found between the teachers and employers occurred on the accomplishment of Objective No. 16 and on the importance of Objective No. 17.

No major differences in opinion were found between the long and short vocational employers.

When the employers responses were compared by specialties the only major differences found among the respondents occurred on the importance of Objective No. 17 in clothing and textiles on the accomplishment of the same objective in carpentry and clothing and textiles.

Few differences between the relative importance of employer-oriented objectives and their degree of accomplishment were found.

School board-oriented objectives

The great majority of the employers and teachers indicated that the three school board-oriented objectives are important for the "stage." However, fewer teachers and employers felt that these objectives were accomplished. The only major difference in opinion found among the respondents occured on the accomplishment of Objective No. 20.

Comparison of the employers responses by program type and by specialty showed only one major difference in perception among the respondents. This difference occured in carpentry on the accomplishment of Objective No. 22.

There were some differences between the relative importance of the objectives and their degree of accomplishment in all three objectives.

Need Assessment

The need assessment analysis showed that in general the perceived degree of importance of the objectives is higher than the degree of accomplishment. The top priority needs to be addressed by the improvement efforts are Objectives No. 3 and 8 according to the students; No. 15, 16, 18, 20 and 22 according to the employers, and No. 4, 7, 13, 17, 18 and 22 according to the teachers.

Students Overall Program Assessment

The major findings derived from the students' questionnaires regarding the overall program assessment were as follows.

Coordination visits. The majority of the students (63%) felt the coordination visit to be important for the "stage." The short vocational students (93%) perceived the coordination visit as being more important than did the long vocational students (56%).

Placement through the "stage." Approximately half of the student population on "stage" in business and industry applied for a job with their cooperative employers. Ten (29%) were hired. Eight of these students obtained a job in their field of training. Placement through the "stage" was easier for the students in business education. There was little difference in the rate of success between the long and short vocational students. The most important reason given by the students for not being hired by their cooperative employers was "no vacancy" (79%).

Employment status of students. The data revealed that 44.4 percent of the graduated students were employed; 30.6 percent were still seeking jobs; and 23.6 percent intended to pursue further studies. Among the students who were employed, 26.4 percent had full-time jobs and 18 percent worked part-time only. The unemployment rate was higher among the short vocational students (44.4%) than among the long vocational students (26%).

Nature of employment. Slightly more than half (53%) of the active student population obtained a job not related to their training; 12.5 percent secured employment related to their training; and 34.4 percent had an occupation in their specialties. Approximately 3/4 of the students who were able to obtain a job in their specialties did so through the "stage." There was little difference between the long and short vocational students with regard to occupation and training.

Transfer of training. The great majority of the students (76%) who were employed in an occupation other than their specialties, indicated that they were still able to use the skills and knowledge acquired in their occupational training.

Difficulties encountered

The majority of the students did not encounter any major difficulties during the "stage."

What students liked best about the "stage." All the statements made by the students regarding what they liked best about the stage correspond to the goals of the student-oriented objectives; however, "learning new skills" ranked highest, 19 percent.

What students liked least about the "stage." Slightly less than half of the student population (46%) liked every aspect of their "stages." Among those who reported dissatisfaction with the stage, the most common dissatisfactions were repetitious work (14%); nature of assignments (10%); and insufficient work (8%). If repetitious work is equated with nature of assignment, then 24 percent of the students were doing repetitious work.

Desirable changes to improve the "stage." The students proposed eight distinct changes for improving the "stage"; among which the most commonly cited ones were to extend the period of the "stage" for one or two weeks (46%), and to provide a more varied learning experience (8%).

Employers and Teachers Overall Program Assessment

The major findings derived from the analysis of the employers' and teachers' questionnaires regarding the overall program assessment were as follows.

Readiness of students. All the teachers and 2/3 of the employers felt that the students were adequately prepared for the "stage." The employers in the long vocational program (70%) thought that the students were better prepared than did those in the short vocational program (50%).

Duration of "stage." The majority of the employers (68%) and teachers (83%) believed that the duration of the "stage" is adequate. This view was shared by 63 percent of the long vocational employers and 86 percent of the short vocational employers. The majority (57%) of the employers in carpentry felt that the duration of the "stage" should be extended.

Timing of "stage." All the teachers and a great majority of the employers felt that the timing of the "stage" was appropriate for business and industry. The great majority of the employers (88%) and teachers (83%) also indicated that the "stage" is held in the best period in the students' occupational training program.

Advisory committee. All the teachers and the majority of the employers (77%) indicated that the Polyvalente should set up an advisory committee to provide input in the organization and promotion of the "stage." Half of the teachers and 39 percent of the employers expressed a desire to participate in the work of such a committee.

Evaluation of forms. The great majority of the employers (83%) and teachers felt that the various forms used in connection with the "stage" are appropriate and adequate.

Coordination visits. All the teachers and 60 percent of the employers perceived the coordination visit to be an important aspect of the "stage." Similar to the students, the employers in the short vocational program (71%) perceived the coordination visit as being more important than did those in the long vocational program (56%).

The "stage" as a recruitment tool. Approximately half of the employers indicated that they use the "stage" as a recruitment tool.

Cooperative employers hiring students. In 1981-82 there were 10 employers (17%) who hired a student sponsored for the "stage." The majority of the employers stated "economic recession" as a main reason for not hiring students. Fifty vocational graduates had so far obtained employment through the "stage" with the employers involved in this study. The great majority (98%) of the employers are satisfied with the performances of these graduates.

Student evaluation. All the teachers indicated that they evaluate their students during the "stage." The great majority (83%) of the teachers felt that the cooperative employers evaluate the students objectively.

Tasks assigned to students. All the teachers believed that the tasks assigned to the students during the "stage" were relevant to the students' occupational training.

Conclusions

The following conclusions were drawn based on the findings of this study.

The majority of the students, employers and teachers viewed the ten student-oriented objectives as important and these objectives were all accomplished during the "stage." There were a few large differences of opinion among the respondents regarding the degree of accomplishment of these objectives.

In the opinion of the majority of the employers and teachers, all the teacher-, employer- and school board-oriented objectives are important and were all accomplished during the "stage." There were a few large differences of opinion among the respondents regarding the degree of importance and the degree of accomplishment of these objectives.

In general, the perceived degree of importance of the objective was slightly higher than the perceived degree of accomplishment. On the basis of the opinions gathered through this study, there seems to be no need for revising the 22 objectives of the "stage," as they were all perceived to be important by the majority of the respondents. The discrepancy between the relative importance of some of the objectives and their degree of accomplishment, however, does suggest a need for program improvement to enable a higher degree of accomplishment of these objectives during the "stage." Objectives No. 3 and 8 were identified by the students as being of top priority and needing to be addressed for improvement. The priority needs as identified by the employers are on Objectives No. 15, 16, 18, 20 and 22, while teachers put the priority for improvement on the accomplishment of Objectives No. 4, 7, 13, 17, 18 and 22.

The overall program assessment indicated that the great majority of the students, employers and teachers are in general satisfied with the program organization and operation. Some additional conclusions were also drawn from the overall program assessment and are as follows:

1. The "stage" seems to be a good means of increasing the correlation between occupation and training, as well as being a viable means of placement for the graduates.
2. The employment outlook for vocational graduates is relatively good in this geographic region, even in this period of economic recession.
3. Vocational graduates from the Polyvalente who are in the field are performing to the expectations of employers.
4. The duration of the "stage" does not seem to be adequate in some specialties.
5. There is a common awareness among employers and teachers regarding the need for setting up an advisory committee to help in organizing and promoting the "stage."

In summary, the conclusion drawn is that the "stage" in business and industry conducted by the Polyvalente Arthur Pigeon, in Quebec, is viewed by the majority of the students, employers and teachers as being a useful, worthwhile and effective program, although improvement in some areas is necessary.

Discussion of the Findings

In considering the findings of the study, it seems useful to comment on some elements which appear relevant even though they are outside the immediate focus of this study.

Enrollment

All graduating vocational education students of the Polyvalente were able to participate in the "stage" in business and industry for the year under consideration. This rate of participation is far above the provincial standard. It is noted on page 36, that the survey conducted by the Quebec ministry of manpower in 1979 revealed that only 69.3 percent of the vocational education students across the province were able to participate in the "stage" in business and industry.

Students securing employment

The study revealed that 29 percent of the students who applied for a job with their cooperative employers (or 14% of the total population) were hired by these employers. This rate of placement through the "stage" is comparable to the provincial standard for 1979, which was 14.8 percent, as noted on page 36.

Difficulties encountered

The study revealed that 14 percent of the students felt that "insufficient knowledge of the trade" was one of the most serious difficulties encountered during the "stage." This finding raises the following questions:

> Are the employers familiar with the objectives of the "stage"?
>
> Are the employers familiar enough with the two distinct types of vocational programs (long and short) and their training content to be able to assign suitable tasks to the students according to their skills and knowledge?

Instructional function of the "stage"

The most common dissatisfactions reported by the students about the stage were: (a) repetitious work; (b) nature of assignment; (c) insufficient work; (d) cleaning up and insufficient responsibility. There could be three broad explanations for this dissatisfaction: (a) the employers may not be sufficiently informed of the instructional function of the "stage" and the students' learning objectives; (b) the work station may not enable the students to achieve the learning objectives and (c) the students may have unrealistic expectations about work.

Duration of "stage"

The study revealed that, in general, the majority of the employers and teachers felt that the duration of the "stage" is adequate. However, comparison of the employers' responses by program type and by specialty showed considerable differences among the employers. The majority of the employers in carpentry (57%) indicated that the duration of the "stage" is inadequate. Even in business education where the students had a three weeks "stage," 1/4 of the employers still felt that the "stage" is too short. Approximately half of the students also proposed extending the duration of the "stage" for one or two weeks. These findings raise the following question:

> Should the duration of the "stage" be set according to the specific needs of each specialty instead of having a standard duration common to all?

Advisory committee

The great majority of the employers and teachers indicated that the Polyvalente should set up an advisory committee to provide input for the promotion and organization of the "stage." However only three out of the six teachers and 39 percent of the employers expressed a desire to serve on such a committee. An advisory committee would usually meet in the evenings. The question raised here is whether or not the teachers would be willing to attend these meetings, which would be an addition to their normal workload.

Coordination visits

Approximately 1/3 of the employers and 17 percent of the students felt that the coordination visits to the work stations by the teacher-coordinators are not important. On the basis of this finding, the following questions are raised:

> Are the students and employers fully aware of the basic philosophical foundation of the "stage" and the role played by the teacher-coordinators?
>
> Are the roles of the teacher-coordinators clearly defined, and should these roles be redefined to meet the expectation of students and employers?
>
> Do the teacher-coordinators possess the necessary skills and knowledge to perform efficiently and effectively?

Differences of opinions

A few large differences of opinion were found among the respondents regarding the degree of importance and the degree of accomplishment of the program objectives. This study revealed no specific evidence to explain the existance of these differences. The following questions are raised regarding the justification of these differences.

> Are the differences in opinion among the respondents due to the highly individualized nature of the "stage"?
>
> Did the differences of opinion occur because of the uniqueness of each firm, and/or the uniqueness of the existing training facilities within the firms?
>
> Were the differences a direct or indirect result of the set of priorities and expectations of individual respondents?
>
> Is it the lack of a set of criteria for evaluating the objectives that forced the respondents to make judgements based on individually self-established criteria that resulted in these differences?
>
> Is it the duration of the "stage" which is appropriate for some specialties and/or some firms, but inadequate for others that provoked these differences?
>
> Are the differences of opinion among the respondents due to the fact that some employers are familiar with the "stage" while others were involved in the program for the first time only?

Recommendations

The findings of the study lead the investigator to make the following recommendations:

1. That consideration be given to establishing an advisory committee grouping educators and representatives from business and industry to assist in the promotion and the organization of the "stage."
2. That the advisory committee make every effort to maintain the standard on objectives already having a high degree of achievement.
3. That the advisory committee develop a strategy to address efforts to improve the program in areas where the needs have been identified.
4. That the advisory committee publicize the objectives of the "stage" among students and employers in order to ensure realistic expectations as well as a high degree of achievement of common goals.
5. That consideration be given by the advisory committee to providing the cooperative employers with a student syllabus in each specialty at the beginning of the "stage," to ensure that the tasks assigned to the students are within their reach.
6. That consideration be given by the advisory committee to providing the cooperative employers with individual student training plans to ensure that students receive a predetermined variety of learning experiences during the "stage," that can be more easily evaluated.
7. That consideration be given by the advisory committee to reviewing and establishing the duration of the "stage" according to the specific needs of individual programs.
8. That the advisory committee inform the employers of the basic philosophical foundation of the "stage" and of the important role played by the teacher-coordinator in this whole endeavor.
9. That the advisory committee examine the role of the teacher-coordinators to ascertain ways in which they can serve more useful functions.

10. That the advisory committee organize suitable inservice training programs for the teacher-coordinators to upgrade and update their skills so as to improve their effectiveness. These inservice training sessions should be conducted by qualified professionals.

11. That the advisory committee ensure a more critical selection of training stations, to enable the students to get the best possible educational experiences during the "stage."

12. That the advisory committee explore different alternatives in which the students knowledge can be improved in areas where the needs have been identified, and develop a policy for it's implementations. Alternate school and work program where the students spend three days in school and two days in business and industry, could be considered.

13. That consideration be given to providing incentives to the vocational teachers involved in the work of the advisory committee.

The following recommendations are suggested for further study:

1. To explore why, in the opinion of students, employers and teachers, some objectives were accomplished at a relatively low degree.

2. To establish a set of criteria for evaluating the effectiveness of the "stage" in meeting the intended objectives.

3. To survey regional business and industrial enterprises that are willing to provide work stations for on-job training of vocational education students, with the view of establishing a directory in which these enterprises would be rated in terms of their capacities for and attitudes toward offering relevant training experiences to the students.

BIBLIOGRAPHY

BIBLIOGRAPHY

Abramson, Theodore, Kehr Tittle, Carol & Cohen, Lee. Handbook of vocational education evaluation. Beverly Hills; London: Sage Publications, 1979.

Alberta Education. Work experience education. Government of Alberta, 1980.

American Association of School Administrators and Research Division, National Education Association. Evaluating administrative performance. ERS (Educational Research Service), 1969.

Anderson S.B. and Ball S. The Profession and Practice of Program Evaluation. San Francisco : Jossey-Bass , 1978, p. 2.

Berk, Ronald, A., Educational Evaluation Methodology: The State of the Art, Hopkins University Press, Baltimore, 1981.

Best, John W. Research in education, 4th ed. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1981.

Black, Michael, Keller, Paula, Maurice, Clyde & Starr, Harold. Selecting, analyzing and displaying planning information. Columbus, Ohio: The National Center for Research in Vocational Education, Ohio State University, 1979.

Bloom, Benjamin S., Hastings, J Thomas & Madaus, George F. Handbook on formative and summative evaluation of student learning. New York: McGraw-Hill Book Company, 1971.

________. Evaluation to improve learning. New York: McGraw-Hill Book Company, 1981.

Byram, Harold M. & Robertson, Marvin. Locally directed evaluation of local vocational education programs, 3rd ed. Danville, Illinois: The Interstate Printers & Publishers, Inc., 1971.

Collett, David J. Testing a model for monitoring an educational system. A doctoral thesis. Edmonton: The University of Alberta, 1981.

Cook, Desmond L. *Program evaluation and review technique, applications in education*. Washington, D.C.: U.S. Government Printing Office, 1966.

Crawford, Lucy, Klaurens, Mary K. & Meyer, Warren G. *Coordination in cooperative vocational education*. Columbus, Ohio: Charles E. Merrill Publishing Co., 1975.

Cronbach, L.J. Course improvement through evaluation. *Teacher College Record*, 1963, *64*: 672-83.

Daniels, Michael. *et al*. *An assessment of the comprehensive high schools in Georgia*. Massachusetts: ERIC Document Reproduction Services, ED 168 196, 1977.

Evans, Rupert N. & Herr, Edwin L. *Foundation of vocational education*, 2nd ed. Columbus, Ohio: Charles E. Merrill Publishing Co., 1978.

Evans, Warren D. & Owens, Thomas. *Program evaluation skills for busy administrators*. Portland, Oregon: Northwest Regional Educational Laboratory, 1977.

Foley, Walter J. *et al.* *Educational evaluation, decision making*. Indiana: Phi Delta Kappa, Inc., 1971.

Franchak, Stephen J. & Spider, Janet E. *Guidelines and practices for follow-up studies of special populations*, evaluation handbook, vol. 2. Columbus, Ohio: The Ohio State University, 1979.

Germscheid, R.D. *A summary report of work experience education program effectiveness and organization*. Edmonton: Planning & Research, Alberta Education, 1980.

Girard, Jacques . & Morin, Jacques. *The schools of Québec. Policy statement and plan of action*. Québec: Gouvernement du Québec, Ministère de l'Education, 1979.

Grégoire, Roger. *Vocational education (employment and training)*. Paris: Organization for Economic Co-Operation and Development, OECD Publications, 1967.

Haines, Peter G. & Mason, Ralph E. *Cooperative occupational education and work experience in the curriculum*. Danville, Illinois: The Interstate Printers & Publishers, Inc., 1972.

Hammond, R.L. Evaluation at the local level. In Worthen, Blaine R. & Sanders, James R. (Eds.), *Educational evaluation: theory and practice*. Washington, D.C.: Charles A. Jones Publishing Company, 1973.

Herrnstadt, Irwin L. et al. Transition from school to work; Contribution of cooperative education programs at the secondary school level, Massachusetts: ERIC Document Reproduction Services, ED 183 121, 1979.

Huntingdon School Board, Politique-Cadre de Stage Industriels Pour le Finissants au Secteur Professionnel de la Commission Scolaire de Huntingdon, Working Document, 1981.

Lyons Morris, Lynn & Taylor Fitz-Gibbon, Carol. Evaluator's handbook. Beverly Hills; London: Sage Publications, 1978.

__________. How to present an evaluation report. Beverly Hills; London: Sage Publications, 1978.

Maling-Keepes, Lillian. Educational evaluation, key characteristics. Hawthorn, Victoria: Australian Council for Educational Research, Series No. 102, 1976.

Manuel, Donald Winsor. Meta-evaluation of in-service programs for adult education. Doctoral thesis. Edmonton: University of Alberta, 1976.

McKinney, Floyd. Program evaluation in vocational education, A review. Washington, D.C.: ERIC Clearinghouse on Career Education, ED 149 186, 1977.

Metfessel, N.S. & Michael, W.B. A paradigm involving multiple criterion measures for the evaluation of the effectiveness of school programs. Educational and Psychological Measurement, 1967, 27: 931-43.

Ministry of Manpower, Quebec. Enquette aupres des finissants de Juin 1977 de l'enseignement professionnel secondaire. Service de Main-d'Oeuvre en Milieu Scolaire, Quebec, 1979.

Mitchell, E.F. Cooperative vocational education, principles methods and problems. Boston: Allyn and Bacon, Inc., 1977.

Pace, Robert C. Evaluation perspectives. Washington, D.C.: Office of Education (DHBW), Bureau of Research.

Pagano, Robert R. Understanding statistics in the behavioral sciences. St. Paul, Minnesota: West Publishing Company, 1981.

PDK National Study Committee on Evaluation. Educational evaluation and decision making. Illinois: F.E. Peacock Publishers, Inc., 1971.

Parlett, Malcolm & Hamilton, David. *Evaluation as illumination: a new approach to the study of innovatory programs*. Edinburgh: Center for Research in the Educational Sciences, University of Edinburgh, 1972.

Popham, James W. *Educational evaluation*. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1975.

__________. *Evaluation in education: current application*. Berkeley, California: McCutchan Publishing Corporation, 1974.

Québec Gouvernement. *La formation professionnelle des jeunes au Québec*. Québec: Ministery of Education, 1980.

Regan, Ross H. *Vocational education is for learning a living*. Vancouver, B.C.: Mitchell Press Limited, 1980.

Scriven, M., Gagne, R. & Tyler, R. *Perspectives of curriculum evaluation*. Chicago: AERA Monograph Series on Curriculum Evaluation, Rand McNally & Company, 1970.

Scriven, M. The methodology of evaluation. In Worthen, Blaine R. & Sanders, James R. (Eds.), *Educational evaluation: theory and practice*. Worthington, Ohio: Charles A. Jones Publishing Company, 1973.

Snell, Margaret A. & Wanat, John A. *Cooperative vocational education, a successful education concept. How to initiate, conduct and maintain a quality cooperative vocational education program*. Springfield, Illinois: Charles C. Thomas, Publisher, 1980.

Spirer, Janet E. *The case study method: guidelines, practices and applications for vocational education*. Columbus, Ohio: The Ohio State University, 1980.

Stadt, Ronald W. & Gooch, Bill G. *Cooperative education: vocational-occupational-career*. Indianapolis: Bobbs-Merrill Company, Inc., 1977.

Stake, R.E. The contenance of educational evaluation. *Teacher's College Record*, April 1967, *68*(7)

Stufflebeam, D.L. A depth study of the evaluation requirement. *Theory Into Practice*, , *V*(3): 121-133.

__________. *Evaluation as the basis for decision-making*. A paper presented to the American Educational Research Association, Chicago, February 8, 1968.

South Carolina State Department of Education. Assessment of vocational and technical education needs in South Carolina. Columbia: ERIC Document Reproduction Services, ED 182 523, 1979.

Tessier Serge, Polyvalente Arthur Pigeon, Huntingdon, Quebec. Interview, 15 May 1982.

Tyler, R.W. General statement on evaluation. Journal of Educational Research, 1942, 35: 492-501.

UNESCO, International Labour Organization. Technical and vocational education and training. Belgique: UNESCO/ILO, 1962.

Weissenborn, Hans. Evaluating a program in basic electricity. A Thesis presented to the Department of Industrial and Vocational Education, The University of Alberta, Edmonton, 1972.

Welch, Frederick G. Cooperative education: a review. Columbus, Ohio: The Center for Vocational Education, Ohio State University, 1977.

Wentling, Tim L. Evaluating occupational education and training programs. Boston; London; Sydney: Allyn and Bacon, Inc., 1980.

Whiting, R. N. An evaluative study of work experience education in Calgary public senior high schools. M.ed. Thesis. Edmonton: University of Alberta, 1976.

Winer, Dr. Helen. A basic manual for implementing new work experience programs. The Center for Secondary School Work Experience Education, 1980.

Worthen, Blaine R. & Sanders, James R. Educational evaluation: theory and practice. Worthington, Ohio: Charles A. Jones Publishing Company, 1973.

APPENDIX 1

OBJECTIVES OF THE "STAGE"

Objectives of the Stage

Student-Oriented Objectives

Objective No. 1

To enable the student to develop an increased interest for his occupational training in a real work environment.

Objective No. 2

To enable the student to make a self-evaluation of the occupational training he has acquired in school and to discover the necessary qualities and attitudes required for successful job performance.

Objective No. 3

To facilitate the transition between school and the world of work.

Objective No. 4

To help the student assume responsibility, to take initiative, to develop a good sense of observation, and to think critically.

Objective No. 5

To increase the student's employment opportunities and job satisfaction.

Objective No. 6

To enable the student to improve his occupational training and his personal and social growth.

Objective No. 7

To develop the student's awareness of human relations, labor relations and work activities in business and industry.

Objective No. 8

To familiarize the student with the tools and/or equipment and/or methods not available in the school.

Objective No. 9

To develop the student's awareness of prevailing economic conditions of business and indsutry.

Objective No. 10

To motivate the student toward success.

Teacher-Oriented Objectives

Objective No. 11

To enable the school to compare vocational education curriculum with the technological needs of business and indsutry.

Objective No. 12

To provide an opportunity for the teacher-coordinator to evaluate his students' achievement (knowledge, training, and maturity) under different conditions and to provide the necessary corrective feedback.

Objective No. 13

To enable the teacher-coordinator to evaluate his pedagogical goals in the cooperation of education and work.

Objective No. 14

To enable the teacher-coordinator to make a better selection of training stations.

Objective No. 15

To motivate the teacher-coordinator by re-establishing his contact with business and industry.

Employer-Oriented Objectives

Objective No. 16

To enable the employer to express his needs to the school and to make the necessary recommendations in that respect.

Objective No. 17

To give the employer an opportunity to know the different categories of school graduates so as to enable him to select an employee according to his specific needs for a specific job.

Objective No. 18

To enable the employer to participate in manpower training (during the "stage") and to consider the possibility of extending his collaboration with the school

Objective No. 19

To enable the employers to develop the ability to evaluate the aptitudes and qualities of a future employee and to facilitate the employee's integration into the world of work.

School Board-Oriented Objectives

Objective No. 20

To enable the school board to establish and maintain close collaboration with business and industry.

Objective No. 21

To enable the school board to develop and improve the status of vocational education among students, parents, teachers and business and industry.

Objective No. 22

To enable the school board to identify the need to update information given out by vocational teachers and guidance counselors.

APPENDIX 2

STUDENT QUESTIONNAIRE AND COVERING LETTER

Commission Scolaire de Huntingdon

Ecole Polyvalente Arthur-Pigeon

CASIER POSTAL 250
HUNTINGDON, QUÉBEC, J0S 1H0
TÉLÉPHONE: 264-6374

July 15, 1982

Dear

The Polyvalente Arthur Pigeon is presently conducting a survey among the students, employers and teachers who participated in the "stage" in business and industry during the school year 1981-82.

As we are very interested to know your opinion and experiences about the "stage," we would very much appreciate if you could kindly complete and return the enclosed questionnaire before July 30, 1982. Please use the self-addressed, stamped envelope herewith enclosed.

We greatly appreciate your cooperation to this survey, which will enable us to improve the "stage" to better meet the needs of our students. We take this opportunity to wish you a very successful career.

Teacher
Polyvalente Arthur Pigeon

Commission Scolaire de Huntingdon

Ecole Polyvalente Arthur-Pigeon

CASIER POSTAL 280 HUNTINGDON, QUÉBEC, J0S 1H0 TÉLÉPHONE: 264-5374

15, Juillet, 1982

Bonjour

La Polyvalente Arthur Pigeon effectue présentement une étude auprès des étudiants, des enseignants et des employeurs qui ont participé au stage pendant l'année scolaire 1981-82.

Tu trouveras ci-joint un questionnaire que je te demande de bien vouloir compléter, en te basant sur les expériences que tu as vécues durant ton stage. Tu pourras ainsi nous aider à améliorer les stages pour mieux rencontrer les besoins des étudiants.

Complète et retourne ce questionnaire dans l'enveloppe timbrée ci-jointe.

Je te remercie de ta collaboration à cette étude et je te souhaite beaucoup de succès dans ta carrière professionnelle.

Professeur,
Polyvalente Arthur Pigeon

/jl

POLYVALENTE ARTHUR PIGEON

ASSESSMENT OF THE "STAGE" IN
IN BUSINESS & INDUSTRY

Please Complete and Return by July 30, 1982

A Questionnaire for Ex-Students

This questionnaire gathers information among graduates who have participated in the "stage" in business and industry, organized by the Polyvalente Arthur Pigeon, during the school year 1981-82. Your responses will help us to improve the "stage".

DIRECTIONS: SECTION I

There are TWO parts to each question. The first part is the reason why students participate in the stage, and the second part lists a number of statements to survey your experience during the "stage." Would you please answer each question by first rating the reason for participating in the "stage" in terms of the importance of the "stage" to your vocational training, such as Very Important, Quite Important, Some Importance, Not Very Important, or No Importance; then answer YES or NO ☑ to the statements which follow.

Example

1. Practicing a sport helps to keep fit.

5 ☐	4 ☐	3 ☐	2 ☐	1 ☐
Very Important	Quite Important	Some Importance	Not very Important	No Importance

a) I enjoy all kinds of sports

YES ☐ NO ☑

b) I practice one hour of sport every day

YES ☑ NO ☐

c) . . . .

1. OBJECTIVE OF THE "STAGE"

For office use only

To enable the students to develop an increased interest for his/her occupational training in a real work environment.

How important is this objective for the STAGE?

5 ☐	4 ☐	3 ☐	2 ☐	1 ☐
Very Important	Quite Important	Some Importance	Not very Important	No Importance

As a result of my participation in the STAGE:

a) I want to work in the trade for which I was trained.

YES ☐ NO ☐

b) If I had to make a choice again, I would choose the same trade.

YES ☐ NO ☐

2. OBJECTIVE OF THE "STAGE"

To enable the student to make a self-evaluation of his occupational training acquired in school and to discover the necessary qualities and attitudes required for successful job performance.

How important is this objective for the STAGE?

5 ☐	4 ☐	3 ☐	2 ☐	1 ☐
Very Important	Quite Important	Some Importance	Not very Important	No Importance

My STAGE has enabled me to:

a) evaluate my occupational training acquired in school.

YES ☐ NO ☐

b) realize the relationship existing between education and work.

YES ☐ NO ☐

c) have a more positive feeling about work.

YES ☐ NO ☐

d) become more conscious of the importance of punctuality and regular attendance at work.

YES ☐ NO ☐

e) have a better knowledge of the basic qualifications required for employment in my trade.

YES ☐ NO ☐

f) become more aware of the importance of being a skilled worker in my trade.

YES ☐ NO ☐

3. OBJECTIVE OF THE "STAGE"

To facilitate transition between school and the world of work.

How important is this objective for the "STAGE"?

5 ☐	4 ☐	3 ☐	2 ☐	1 ☐
Very Important	Quite Important	Some Importance	Not very Important	No Importance

As a result of my participation in the "STAGE":

a) I know better what is expected from me at work.

YES ☐ NO ☐

b) I am more confident that I can succeed in my trade.

YES ☐ NO ☐

4. OBJECTIVE OF THE "STAGE"

To help the student learn to assume responsibility, to take initiative, to develop a good sense of observation, and to think critically.

How important is this objective for the "STAGE"?

5 ☐	4 ☐	3 ☐	2 ☐	1 ☐
Very Important	Quite Important	Some Importance	Not very Important	No Importance

As a result of my participation in the "STAGE":

a) I am more aware of my obligations to complete correctly and efficiently all tasks assigned to me at work.

YES ☐ NO ☐

b) I have learned to work with minimum supervision.

YES ☐ NO ☐

c) I have learned to solve minor problems at work by myself.

YES ☐ NO ☐

d) I have learned to make minor decisions at work.

YES ☐ NO ☐

e) I have learned to watch carefully and to notice in detail various operations on the job.

YES ☐ NO ☐

f) I have learned some aspect of the trade by watching.

YES ☐ NO ☐

g) I have learned to make better distinction between good and poor methods and procedures.

YES ☐ NO ☐

h) I have learned to make better distinction between good and poor quality products.

YES ☐ NO ☐

5. OBJECTIVE OF THE "STAGE"

To increase the student's employment opportunities and job satisfaction.

How important is this objective for the "STAGE"?

5 ☐	4 ☐	3 ☐	2 ☐	1 ☐
Very Important	Quite Important	Some Importance	Not very Important	No Importance

As a result of my participation in the "STAGE":

a) The experiences gained have helped me when looking for a job.

YES ☐ NO ☐

b) I consider that I have better chances of securing employment in my trade.

YES ☐ NO ☐

c) I have learned to like and enjoy work in my trade.

YES ☐ NO ☐

d) I consider that the working conditions in my trade are good.

YES ☐ NO ☐

6. OBJECTIVE OF THE "STAGE"

To enable the student to improve his occupational training, his personal and social growth.

How important is this objective for the "STAGE"?

5 ☐	4 ☐	3 ☐	2 ☐	1 ☐
Very Important	Quite Important	Some Importance	Not very Important	No Importance

As a result of my participation in the "STAGE":

a) I am more aware of the importance of using the correct language at work.

YES ☐ NO ☐

b) I have learned to collaborate with other workers.

YES ☐ NO ☐

c) I pay more attention to my behaviour and clothing at work.

YES ☐ NO ☐

d) I work in an orderly and methodical manner.

YES ☐ NO ☐

e) I have improved the quality of my work.

YES ☐ NO ☐

f) I have improved my knowledge for the trade.

YES ☐ NO ☐

7. OBJECTIVE OF THE "STAGE"

To develop the student's awareness of human relations, labour relations and work activities in business and industry.

How important is this objective for the "STAGE"?

5 ☐	4 ☐	3 ☐	2 ☐	1 ☐
Very Important	Quite Important	Some Importance	Not very Important	No Importance

As a result of my participation in the "STAGE":

a) I learn to develop and to maintain a good relationship with other workers.

YES ☐ NO ☐

b) I learned to respect authority.

YES ☐ NO ☐

c) I find work to be an important activity in our society.

YES ☐ NO ☐

d) I learned about how a business functions.

YES ☐ NO ☐

e) I learned the role played by the union.

YES ☐ NO ☐

f) I know why the workers sometimes go on strike.

YES ☐ NO ☐

8. OBJECTIVE OF THE "STAGE"

To familiarize the student with tools and/or equipment and/or methods not available in the school.

How important is this objective for the "STAGE"?

5 ☐	4 ☐	3 ☐	2 ☐	1 ☐
Very Important	Quite Important	Some Importance	Not very Important	No Importance

As a result of my participation in the "STAGE":

a) I learned to operate tools and/or machines and/or equipment not available in the school.

YES ☐ NO ☐

b) I learned new methods and procedures not taught in school.

YES ☐ NO ☐

9. OBJECTIVE OF THE "STAGE"

To develop the student's awareness of the prevailing economic conditions of business and industry.

How important is this objective for the "STAGE"?

5 ☐	4 ☐	3 ☐	2 ☐	1 ☐
Very Important	Quite Important	Some Importance	Not very Important	No Importance

As a result of my participation in the "STAGE":

a) I am more aware of the effect of our present economic conditions on business and industry.

YES ☐ NO ☐

b) I am more aware of the employment outlook in my trade.

YES ☐ NO ☐

10. OBJECTIVE OF THE "STAGE"

To motivate the student toward success.

How important is this objective for the "STAGE"?

5 ☐	4 ☐	3 ☐	2 ☐	1 ☐
Very Important	Quite Important	Some Importance	Not very Important	No Importance

a) The "stage" maintained my interest to succeed in my occupational training.

YES ☐ NO ☐

11.

Rate the teacher's visit on the job site in terms of its importance to your "stage".

5 ☐	4 ☐	3 ☐	2 ☐	1 ☐
Very Important	Quite Important	Some Importance	Not very Important	No Importance

ANSWER "YES" OR "NO"

12. Did you apply for a job with your cooperative employer while you were on "stage"?

YES ☐ NO ☐

If your answer is NO, please go immediately to Question No. 14.

13. Were you hired by your cooperative employer?

YES ☐ NO ☐

If your answer is NO, please indicate the reason for not being hired.

____

____

____

14. What is your employment status?

Check ( ) the appropriate response.

__________A. Employed full time.
__________B. Employed part time.
__________C. Unemployed seeking job.
__________D. Unemployed not seeking job.
__________E. Willing to pursue further studies.

If you are unemployed, please go immediately to Question No. 18

15. I hold a job.

__________A. In my occupational training.
__________B. Related to my occupational training.
__________C. Not related to my occupational training.

If your answer to this question is A or B, please go immediately to Question No. 17

16. Can you use the knowledge and skills acquired during your trade training in your job?

_____ A. Yes, to a great extent

_____ B. Yes, but very little

_____ C. Not at all

17. Title of your actual job: ____________________

18. Did you face problems during your stage?

YES ☐ NO ☐

If YES, which ones? ____________________

____

____

19. What ONE THING did you like BEST about your "stage"?

____

____

____

20. What ONE THING did you like LEAST about your "stage"?

____

____

____

21. If you could make ONE change to improve the "stage", what would that ONE change be?

____

____

____

Thank you very much for your cooperation in filling in this questionnaire.

POLYVALENTE ARTHUR PIGEON

PERCEPTION DES FINISSANTS(ES) SUR LE STAGE EN MILIEU DE TRAVAIL

S.V.P. Veuillez Compléter et Retourner avant le 30 Juillet, 1982

Ce questionnaire a pour but de recueillir des informations auprès des finissants(es) qui ont participé au stage en milieu de travail, organisé par la Polyvalente Arthur Pigeon, durant l'année scolaire 1981-82. Vos réponses nous aideront à améliorer les stages.

DIRECTIVES: SECTION I

Il y a deux parties à chaque question. La première partie représente les objectifs du stage pour les finissants(es) du secteur professionnel. Veuillez s'il vous plaît y répondre en spécifiant le degré d'importance que vous accordez à chacun de ces objectifs ☑ soit: Très Important; Assez Important; Plus ou Moins Important; Pas Très Important; ou Aucune Importance.

La deuxième partie porte sur votre évaluation personnelle du stage. S'il vous plaît répondez-y par Oui ou par Non ☑ selon le cas.

Assurez-vous de répondre aux deux (2) parties de chaque question avant de passer à la suivante.

Exemple:

1. La pratique du sport aide à maintenir une bonne forme physique.

5 ☐	4 ☑	3 ☐	2 ☐	1 ☐
Très Important	Assez Important	Plus ou Moins Important	Pas Très Important	Aucune Importance

a) J'aime pratiquer tous les sports

OUI ☐ NON ☑

b) Je pratique une heure de sport par jour

OUI ☑ NON ☐

c) . . . .

1. OBJECTIF DU STAGE

Permettre à l'étudiant(e) d'accroître son intérêt pour sa formation professionnelle.

Quelle est l'importance de cet objectif pour le STAGE?

5 ☐	4 ☐	3 ☐	2 ☐	1 ☐
Très Important	Assez Important	Plus ou Moins Important	Pas très Important	Aucune Importance

A la suite de ma participation au STAGE:

a) Je désire encore plus exercer le métier pour lequel j'ai été formé(e).

OUI ☐ NON ☐

b) Si j'avais à refaire le choix d'un métier, mon choix serait le même.

OUI ☐ NON ☐

2. OBJECTIF DU STAGE

Permettre à l'étudiant(e) de vérifier les connaissances acquises et les qualités et attitudes requises au bon exercice du métier.

Quelle est l'importance de cet objectif pour le STAGE?

5 ☐	4 ☐	3 ☐	2 ☐	1 ☐
Très Important	Assez Important	Plus ou Moins Important	Pas très Important	Aucune Importance

Mon STAGE m'a permis:

a) d'évaluer les connaissances acquises à l'école.

OUI ☐ NON ☐

b) de réaliser la relation étroite existant entre l'école et le monde du travail.

OUI ☐ NON ☐

c) d'avoir une opinion beaucoup plus positive du travail.

OUI ☐ NON ☐

d) de prendre conscience de la nécessité d'être assidu(e) au travail.

OUI ☐ NON ☐

e) d'avoir une meilleure connaissance des compétences que l'employeur exige de l'employé(e) dans mon métier.

OUI ☐ NON ☐

f) de prendre conscience de la nécessité d'être compétent(e) dans mon métier.

OUI ☐ NON ☐

3. OBJECTIF DU STAGE

Favoriser l'intégration de l'étudiant(e) au monde du travail et son adaptation à ses futures fonctions de travail.

Quelle est l'importance de cet objectif pour le STAGE?

5 ☐	4 ☐	3 ☐	2 ☐	1 ☐
Très Important	Assez Important	Plus ou Moins Important	Pas très Important	Aucune Importance

A la suite de ma participation au STAGE:

a) Je connais mieux les attentes de l'employeur.

OUI ☐ NON ☐

b) Je suis plus confiant(e) de pouvoir réussir dans mon métier.

OUI ☐ NON ☐

4. OBJECTIF DU STAGE

Sensibiliser l'étudiant(e) à l'esprit d'initiative, au sens des responsabilités, à l'esprit critique, au sens d'observation, de même qu'à l'esprit d'analyse et de synthèse.

Quelle est l'importance de cet objectif pour le STAGE?

5 ☐	4 ☐	3 ☐	2 ☐	1 ☐
Très Important	Assez Important	Plus ou Moins Important	Pas très Important	Aucune Importance

A la suite de ma participation au STAGE:

a) Je suis plus conscient(e) de mon obligation de remplir correctement et avec efficacité toutes les tâches qui me sont assignées au travail.

OUI ☐ NON ☐

b) J'ai appris à travailler avec un minimum de supervision.

OUI ☐ NON ☐

c) J'ai appris à solutionner moi-même des problêmes mineurs rencontrés au travail.

OUI ☐ NON ☐

d) J'ai appris à prendre des décisions mineures au travail.

OUI ☐ NON ☐

e) J'ai appris à mieux observer et à analyser les différentes étapes des opérations au travail.

OUI ☐ NON ☐

f) J'ai appris certains aspects du métier par observation.

OUI ☐ NON ☐

g) J'ai appris à mieux distinguer entre une bonne et une moins bonne méthode de travail.

OUI ☐ NON ☐

h) J'ai appris à mieux distinguer entre un produit de bonne qualité et un autre de qualité inférieure.

OUI ☐ NON ☐

5. OBJECTIF DU STAGE

Accroître les possibilités et la satisfaction du placement par la mise en présence préalable d'éventuels partenaires socio-économiques.

Quelle est l'importance de cet objectif pour le STAGE?

5 ☐	4 ☐	3 ☐	2 ☐	1 ☐
Très Important	Assez Important	Plus ou Moins Important	Pas très Important	Aucune Importance

A la suite de ma participation au STAGE:

a) Je considère que l'expérience acquise m'a été très utile lors de la recherche d'un emploi.

OUI ☐ NON ☐

b) Je considère que j'ai de meilleures chances de trouver un emploi dans mon métier.

OUI ☐ NON ☐

c) J'ai appris à aimer et à apprécier mon travail.

OUI ☐ NON ☐

d) Je considère que les conditions de travail dans mon métier sont bonnes.

OUI ☐ NON ☐

6. OBJECTIF DU STAGE

Permettre à l'étudiant(e) de parfaire sa formation personnelle, sociale et professionnelle.

Quelle est l'importance de cet objectif pour le STAGE?

5 ☐	4 ☐	3 ☐	2 ☐	1 ☐
Très Important	Assez Important	Plus ou Moins Important	Pas très Important	Aucune Importance

A la suite de ma participation au STAGE:

a) Je suis plus conscient(e) de la nécessité d'utiliser un langage soigné au travail.

OUI ☐ NON ☐

b) J'ai appris à mieux collaborer avec les autres au travail.

OUI ☐ NON ☐

c) Je porte une plus grande attention à la tenue qu'exige mon travail.

OUI ☐ NON ☐

d) Je travaille d'une façon plus ordonnée et méthodique.

OUI ☐ NON ☐

e) J'ai amélioré la qualité de mon travail.

OUI ☐ NON ☐

f) J'ai approfondi ma connaissance de mon métier.

OUI ☐ NON ☐

7. OBJECTIF DU STAGE

Permettre à l'étudiant(e) d'acquérir une certaine expérience en relations humaines, en relations de travail et en activités de travail.

Quelle est l'importance de cet objectif pour le STAGE?

5 ☐	4 ☐	3 ☐	2 ☐	1 ☐
Très Important	Assez Important	Plus ou Moins Important	Pas très Important	Aucune Importance

A la suite de ma participation au STAGE:

a) J'ai appris à développer et à maintenir de bonnes relations avec les autres au travail.

OUI ☐ NON ☐

b) J'ai appris à respecter l'autorité au travail.

OUI ☐ NON ☐

c) Je considère le travail comme étant une activité humaine importante dans la société.

OUI ☐ NON ☐

d) Je comprends mieux le fonctionnement d'une entreprise.

OUI ☐ NON ☐

e) Je comprends mieux le rôle joué par le syndicat au travail.

OUI ☐ NON ☐

f) Je comprends mieux pourquoi les travailleurs (euses) ont parfois recours aux grèves.

OUI ☐ NON ☐

8. OBJECTIF DU STAGE

Permettre à l'étudiant(e) de s'initier à des méthodes de travail et/ou à des équipements et/ou à des outillages différents de ceux rencontrés à l'école.

Quelle est l'importance de cet objectif pour le STAGE?

5 ☐	4 ☐	3 ☐	2 ☐	1 ☐
Très Important	Assez Important	Plus ou Moins Important	Pas très Important	Aucune Importance

A la suite de ma participation au STAGE:

a) J'ai appris le fonctionnement d'outils et/ou de machines et/ou d'équipements non-disponibles à l'école.

OUI ☐ NON ☐

b) J'ai appris de nouvelles méthodes de travail non-enseignées à l'école.

OUI ☐ NON ☐

9. OBJECTIF DU STAGE

Permettre à l'étudiant(e) de prendre conscience de la réalité économique du milieu.

Quelle est l'importance de cet objectif pour le STAGE?

5 ☐	4 ☐	3 ☐	2 ☐	1 ☐
Très Important	Assez Important	Plus ou Moins Important	Pas très Important	Aucune Importance

A la suite de ma participation au STAGE:

a) Je suis plus conscient(e) de l'effet des conditions économiques actuelles sur le secteur du commerce et/ou de l'industrie.

OUI ☐ NON ☐

b) Je suis plus conscient(e) des possibilités d'emploi dans mon métier.

OUI ☐ NON ☐

10. OBJECTIF DU STAGE

Ajouter un élément de motivation au succès scolaire de l'étudiant(e).

Quelle est l'importance de cet objectif pour le STAGE?

5 ☐	4 ☐	3 ☐	2 ☐	1 ☐
Très Important	Assez Important	Plus ou Moins Important	Pas très Important	Aucune Importance

a) Le stage à été pour moi un élément de motivation pour réussir dans mes études.

OUI ☐ NON ☐

SECTION II

COCHEZ (✓) LA REPONSE APPROPRIEE

11. Visites des étudiants(es) en stage par leur professeur. Indiquez le degré d'importance que vous y accordez.

5 ☐	4 ☐	3 ☐	2 ☐	1 ☐
Très Important	Assez Important	Plus ou Moins Important	Pas très Important	Aucune Importance

REPONDEZ PAR "OUI" OU "NON" (✓)

12. Avez-vous fait une demande d'emploi auprès de l'employeur où vous étiez en stage?

OUI ☐ NON ☐

Si votre réponse est NON, passez immédiatement à la question No. 14.

13. Avez-vous été engagé par cet employeur?

OUI ☐ NON ☐

Si votre réponse est NON, veuillez indiquer la raison de ce non-engagement.

____

____

____

14. Quel est votre état actuel?

Cochez (✓) la réponse appropriée.

_____ A. Employé(e) à plein-temps
_____ B. Employé(e) à temps-partiel
_____ C. Sans emploi, à la recherche du travail
_____ D. Sans emploi, ne cherchant pas de travail
_____ E. Désirant retourner aux études

Si vous êtes sans emploi passez immédiatement à la question No. 18

15. J'ai un emploi:

_____ A. Dans ma formation
_____ B. Relié à ma formation
_____ C. N'ayant aucune relation avec ma formation

Si votre réponse à cette question est A ou B, passez immédiatement à la question No. 17

16. Pouvez-vous utiliser certaines des connaissances et habilités acquises au cours de votre formation professionnelle dans l'emploi que vous occupez actuellement?

_____ A. Oui, beaucoup
_____ B. Oui, très peu
_____ C. Pas du tout

17. Nommez le titre de votre emploi actuel.

____

REPONDEZ PAR "OUI" OU "NON" (✓)

18. Avez-vous rencontré des difficultés pendant votre stage?

OUI ☐ NON ☐

Si OUI, précisez _______________________________
____

19. Nommez UN des ASPECTS de votre stage que vous avez aimé LE PLUS ___________________________________
____

20. Nommez UN des ASPECTS de votre stage que vous avez aimé LE MOINS __________________________________
____

21. Si vous pouviez effectuer UN changement pour améliorer le stage quel serait CE changement?

____
____

Merci beaucoup pour votre généreuse collaboration à cette étude.

APPENDIX 3

EMPLOYER QUESTIONNAIRE AND COVERING LETTER

Commission Scolaire de Huntingdon
Ecole Polyvalente Arthur-Pigeon

CASIER POSTAL 230 HUNTINGDON, QUÉBEC, J0S 1H0 TÉLÉPHONE: 264-5374

July 15, 1982

Dear Mr./Mrs.

Your valuable contribution to the on-the-job training of our students has been greatly appreciated by the Polyvalente Arthur Pigeon and by the Huntingdon school board.

We are presently conducting a survey among the students, employers and teachers who participated in the "stage" in business and industry during the school year 1981-82. The information thus obtained will enable us to improve our program to better meet the needs of employers and students. Your demonstrated interest in our vocational education programs and your expertise in manpower development urge us to seek once more your collaboration in the assessment of the "stage."

We would be most grateful if you could kindly complete and return the enclosed questionnaire as soon as possible. Please use the self-addressed, stamped envelope herewith enclosed. You have our assurance that your responses will be treated and analyzed confidentially.

Thanking you for devoting your precious time and effort to this survey,

Yours sincerely,

Teacher
Polyvalente Arthur Pigeon

Commission Scolaire de Huntingdon

Ecole Polyvalente Arthur-Pigeon

CASIER POSTAL 250 HUNTINGDON, QUÉBEC, J0S 1H0 TÉLÉPHONE: 264-5374

15 juillet 1982

Cher(ère) M./Mme

Votre importante collaboration à la formation de nos étudiants en milieu de travail a grandement été appréciée par tout le personnel de la Polyvalente Arthur-Pigeon et par la Commission Scolaire de Huntingdon.

Votre expertise en matière de main d'oeuvre et l'intérêt que vous avez porté à nos stagiaires nous amènent à solliciter de nouveau votre collaboration à l'évaluation du stage des finissants du secteur professionnel. Nous recueillons actuellement au moyen de questionnaires des informations auprès des étudiants, des enseignants et des employeurs, ayant participé au stage, au cours de l'année scolaire 1981-82. Cette évaluation a pour but d'améliorer ce programme afin de pouvoir mieux servir les employeurs et les étudiants.

Veuillez trouver ci-joint une copie du questionnaire destiné aux employeurs ainsi qu'une enveloppe de retour affranchie. Nous pouvons vous donner l'assurance que vos réponses seront analysées et traitées confidentiellement.

Nous apprécions l'effort et le temps que vous prendrez à compléter ce questionnaire et à nous le retourner dans le plus bref délai. Je vous prie d'accepter mes salutations distinguées.

professeur
Polyvalente Arthur-Pigeon

POLYVALENTE ARTHUR PIGEON

EMPLOYERS' PERCEPTION OF THE STAGE

Please complete and
return by July 30/82

A Questionnaire for Employers

This questionnaire gathers information about the "stage" in business and industry for vocational education students, organized by the Polyvalente Arthur Pigeon, with your kind cooperation. Your responses will help us to assess this program.

DIRECTIONS:

This questionnaire has two parts. Part I lists the 22 objectives of the stage. The Polyvalente would like you to assess each objective in terms of: (a) its importance for the stage; and (b) how well it was accomplished during the stage.

Part II asks for general information which will help the Polyvalente to make an overall assessment of the stage.

1. OBJECTIVE OF THE "STAGE"

To enable the students to develop an increased interest for his/her occupational training in a real work environment.

a) How important is this objective for the STAGE?

5 ☐	4 ☐	3 ☐	2 ☐	1 ☐
Very Important	Quite Important	Some Importance	Not very Important	No Importance

b) How well was this objective accomplished by the STAGE?

5 ☐	4 ☐	3 ☐	2 ☐	1 ☐
Very Well	Quite Well	Some What	Not very Well	Not Accomplished

Additional Comments ______________________________

____

____

2. OBJECTIVE OF THE "STAGE"

To enable the student to make a self-evaluation of his occupational training acquired in school and to discover the necessary qualities and attitudes required for successful job performance.

a) How important is this objective for the STAGE?

5 ☐	4 ☐	3 ☐	2 ☐	1 ☐
Very Important	Quite Important	Some Importance	Not very Important	No Importance

b) How well was this objective accomplished by the STAGE?

5 ☐	4 ☐	3 ☐	2 ☐	1 ☐
Very Well	Quite Well	Some What	Not very Well	Not Accomplished

Additional Comments ______________________________

____

____

3. OBJECTIVE OF THE "STAGE"

To facilitate transition between school and the world of work.

a) How important is this objective for the STAGE?

5 ☐	4 ☐	3 ☐	2 ☐	1 ☐
Very Important	Quite Important	Some Importance	Not very Important	No Importance

b) How well was this objective accomplished by the STAGE?

5 ☐	4 ☐	3 ☐	2 ☐	1 ☐
Very Well	Quite Well	Some What	Not very Well	Not Accomplished

Additional Comments ______________________________

____

____

4. OBJECTIVE OF THE "STAGE"

To help the student learn to assume responsibility, to take initiative, to develop a good sense of observation, and to think critically.

a) How important is this objective for the STAGE?

5 ☐	4 ☐	3 ☐	2 ☐	1 ☐
Very Important	Quite Important	Some Importance	Not very Important	No Importance

b) How well was this objective accomplished by the STAGE?

5 ☐	4 ☐	3 ☐	2 ☐	1 ☐
Very Well	Quite Well	Some What	Not very Well	Not Accomplished

Additional Comments ______________________________

____

____

5. OBJECTIVE OF THE "STAGE"

To increase the student's employment opportunities and job satisfaction.

a) How important is this objective for the STAGE?

5 ☐	4 ☐	3 ☐	2 ☐	1 ☐
Very Important	Quite Important	Some Importance	Not very Important	No Importance

b) How well was this objective accomplished by the STAGE?

5 ☐	4 ☐	3 ☐	2 ☐	1 ☐
Very Well	Quite Well	Some What	Not very Well	Not Accomplished

Additional Comments ____

____

____

6. OBJECTIVE OF THE "STAGE"

To enable the student to improve his occupational training, his personal and social growth.

a) How important is this objective for the STAGE?

5 ☐	4 ☐	3 ☐	2 ☐	1 ☐
Very Important	Quite Important	Some Importance	Not very Important	No Importance

b) How well was this objective accomplished by the STAGE?

5 ☐	4 ☐	3 ☐	2 ☐	1 ☐
Very Well	Quite Well	Some What	Not very Well	Not Accomplished

Additional Comments ____

____

____

7. **OBJECTIVE OF THE "STAGE"**

To develop the student's awareness of human relations, labour relations and work activities in business and industry.

a) **How important is this objective for the STAGE?**

5 ☐	**4 ☐**	**3 ☐**	**2 ☐**	**1 ☐**
Very Important	**Quite Important**	**Some Importance**	**Not very Important**	**No Importance**

b) **How well was this objective accomplished by the STAGE?**

5 ☐	**4 ☐**	**3 ☐**	**2 ☐**	**1 ☐**
Very Well	**Quite Well**	**Some What**	**Not very Well**	**Not Accomplished**

Additional Comments ____

____

____

8. **OBJECTIVE OF THE "STAGE"**

To familiarize the student with tools and/or equipment and/or methods not available in the school.

a) **How important is this objective for the STAGE?**

5 ☐	**4 ☐**	**3 ☐**	**2 ☐**	**1 ☐**
Very Important	**Quite Important**	**Some Importance**	**Not very Important**	**No Importance**

b) **How well was this objective accomplished by the STAGE?**

5 ☐	**4 ☐**	**3 ☐**	**2 ☐**	**1 ☐**
Very Well	**Quite Well**	**Some What**	**Not very Well**	**Not Accomplished**

Additional Comments ____

____

____

9. OBJECTIVE OF THE "STAGE"

To develop the student's awareness of the prevailing economic conditions in business and industry.

a) How important is this objective for the STAGE?

5 ☐	4 ☐	3 ☐	2 ☐	1 ☐
Very Important	Quite Important	Some Importance	Not very Important	No Importance

b) How well was this objective accomplished by the STAGE?

5 ☐	4 ☐	3 ☐	2 ☐	1 ☐
Very Well	Quite Well	Some What	Not very Well	Not Accomplished

Additional Comments ____

____

____

10. OBJECTIVE OF THE "STAGE"

To provide an additional element to the vocational teacher for motivating his students towards success.

a) How important is this objective for the STAGE?

5 ☐	4 ☐	3 ☐	2 ☐	1 ☐
Very Important	Quite Important	Some Importance	Not very Important	No Importance

b) How well was this objective accomplished by the STAGE?

5 ☐	4 ☐	3 ☐	2 ☐	1 ☐
Very Well	Quite Well	Some What	Not very Well	Not Accomplished

Additional Comments ____

____

____

11. OBJECTIVE OF THE "STAGE"

To enable the school to compare vocational education curricula with the technological needs of business and industry.

a) How important is this objective for the STAGE?

5 ☐	4 ☐	3 ☐	2 ☐	1 ☐
Very Important	Quite Important	Some Importance	Not very Important	No Importance

b) How well was this objective accomplished by the STAGE?

5 ☐	4 ☐	3 ☐	2 ☐	1 ☐
Very Well	Quite Well	Some What	Not very Well	Not Accomplished

Additional Comments ______________________________

____

____

12. OBJECTIVE OF THE "STAGE"

To provide an opportunity for the teacher-coordinator to evaluate his students' achievements (knowledge, training, maturity) under different conditions; and to provide the necessary corrective feedback.

a) How important is this objective for the STAGE?

5 ☐	4 ☐	3 ☐	2 ☐	1 ☐
Very Important	Quite Important	Some Importance	Not very Important	No Importance

b) How well was this objective accomplished by the STAGE?

5 ☐	4 ☐	3 ☐	2 ☐	1 ☐
Very Well	Quite Well	Some What	Not very Well	Not Accomplished

Additional Comments ______________________________

____

____

13. OBJECTIVE OF THE "STAGE"

To enable the teacher/coordinator to evaluate his pedagogical implications in the cooperation of education and work.

a) How important is this objective for the STAGE?

5 ☐	4 ☐	3 ☐	2 ☐	1 ☐
Very Important	Quite Important	Some Importance	Not very Important	No Importance

b) How well was this objective accomplished by the STAGE?

5 ☐	4 ☐	3 ☐	2 ☐	1 ☐
Very Well	Quite Well	Some What	Not very Well	Not Accomplished

Additional Comments ______________________________

____

____

14. OBJECTIVE OF THE "STAGE"

To enable the teacher/coordinator to make a better selection of training stations.

a) How important is this objective for the STAGE?

5 ☐	4 ☐	3 ☐	2 ☐	1 ☐
Very Important	Quite Important	Some Importance	Not very Important	No Importance

b) How well was this objective accomplished by the STAGE?

5 ☐	4 ☐	3 ☐	2 ☐	1 ☐
Very Well	Quite Well	Some What	Not very Well	Not Accomplished

Additional Comments ______________________________

____

____

15. OBJECTIVE OF THE "STAGE"

To motivate the teacher/coordinator by re-establishing his contact with business/industry.

a) How important is this objective for the STAGE?

5 ☐	4 ☐	3 ☐	2 ☐	1 ☐
Very Important	Quite Important	Some Importance	Not very Important	No Importance

b) How well was this objective accomplished by the STAGE?

5 ☐	4 ☐	3 ☐	2 ☐	1 ☐
Very Well	Quite Well	Some What	Not very Well	Not Accomplished

Additional Comments ______________________________

____

____

16. OBJECTIVE OF THE "STAGE"

To enable the employer to express his needs to the school and to make the necessary recommendations in that respect.

a) How important is this objective for the STAGE?

5 ☐	4 ☐	3 ☐	2 ☐	1 ☐
Very Important	Quite Important	Some Importance	Not very Important	No Importance

b) How well was this objective accomplished by the STAGE?

5 ☐	4 ☐	3 ☐	2 ☐	1 ☐
Very Well	Quite Well	Some What	Not very Well	Not Accomplished

Additional Comments ______________________________

____

____

17. OBJECTIVE OF THE "STAGE"

To give an opportunity to the employer to know the different categories of school graduates, so as to enable him to select an employee according to his specific needs for a specific job.

a) How important is this objective for the STAGE?

5 ☐	4 ☐	3 ☐	2 ☐	1 ☐
Very Important	Quite Important	Some Importance	Not very Important	No Importance

b) How well was this objective accomplished by the STAGE?

5 ☐	4 ☐	3 ☐	2 ☐	1 ☐
Very Well	Quite Well	Some What	Not very Well	Not Accomplished

Additional Comments ____

____

____

18. OBJECTIVE OF THE "STAGE"

To enable the employer to participate in manpower training (during stage) and to consider the possibility of extending his collaboration with the school.

a) How important is this objective for the STAGE?

5 ☐	4 ☐	3 ☐	2 ☐	1 ☐
Very Important	Quite Important	Some Importance	Not very Important	No Importance

b) How well was this objective accomplished by the STAGE?

5 ☐	4 ☐	3 ☐	2 ☐	1 ☐
Very Well	Quite Well	Some What	Not very Well	Not Accomplished

Additional Comments ____

____

____

19. **OBJECTIVE OF THE "STAGE"**

To enable the employer to develop the ability of evaluating the aptitude and qualities of a future employee; and to facilitate his integration to the world of work.

a) How important is this objective for the STAGE?

5 ☐	4 ☐	3 ☐	2 ☐	1 ☐
Very Important	Quite Important	Some Importance	Not very Important	No Importance

b) How well was this objective accomplished by the STAGE?

5 ☐	4 ☐	3 ☐	2 ☐	1 ☐
Very Well	Quite Well	Some What	Not very Well	Not Accomplished

Additional Comments ______________________________

____

____

20. **OBJECTIVE OF THE "STAGE"**

To enable the school board to establish and maintain close collaboration with business and industry.

a) How important is this objective for the STAGE?

5 ☐	4 ☐	3 ☐	2 ☐	1 ☐
Very Important	Quite Important	Some Importance	Not very Important	No Importance

b) How well was this objective accomplished by the STAGE?

5 ☐	4 ☐	3 ☐	2 ☐	1 ☐
Very Well	Quite Well	Some What	Not very Well	Not Accomplished

Additional Comments ______________________________

____

____

21. OBJECTIVE OF THE "STAGE"

To enable the school board to develop and improve the status of vocational education among students, parents, teachers, and business and industry.

a) How important is this objective for the STAGE?

5 ☐	4 ☐	3 ☐	2 ☐	1 ☐
Very Important	Quite Important	Some Importance	Not very Important	No Importance

b) How well was this objective accomplished by the STAGE?

5 ☐	4 ☐	3 ☐	2 ☐	1 ☐
Very Well	Quite Well	Some What	Not very Well	Not Accomplished

Additional Comments ______________________________

____

____

22. OBJECTIVE OF THE "STAGE"

To enable the school board to identify the needs for updating vocational teachers and guidance counsellors.

a) How important is this objective for the STAGE?

5 ☐	4 ☐	3 ☐	2 ☐	1 ☐
Very Important	Quite Important	Some Importance	Not very Important	No Importance

b) How well was this objective accomplished by the STAGE?

5 ☐	4 ☐	3 ☐	2 ☐	1 ☐
Very Well	Quite Well	Some What	Not very Well	Not Accomplished

Additional Comments ______________________________

____

____

PART II

OVERALL ASSESSMENT OF THE "STAGE"

DIRECTIONS:

Check (✓) YES or NO. You can use the spaces provided if you want to make additional comments.

23. Is the student adequately prepared when he comes to you for his stage? YES NO

____

____

24. Is the length of the "stage" adequate? YES NO

____

____

25. Is the "stage" held at the best time of the year for your business? YES NO

____

____

26. Is the "stage" held during the best period of the student's occupational training program? YES NO

____

____

27. Do you use the "stage" as a recruitment and screening tool? YES NO

____

____

28. Did you hire a student who was on "stage" in your firm for the year 1981-82? YES NO

____

____

29. If NO, would you please indicate if you would have hired him if there was a vacancy? YES NO

____

____

30. If you did not hire him/her, would you please indicate why, to provide us some feedback of our graduates.

____

____

31. How many vocational education graduates from the Polyvalente Arthur Pigeon have you recruited through the "stage"? __________

____

____

32. How many are still at your employ? __________

33. Are you satisfied with their performance? YES NO

____

____

34. Do you think that the Polyvalente should set up an advisory committee grouping individuals from education, and business and industry to provide input for the organization of the "stage"? YES NO

____

____

35. Would you be interested to participate in such a committee? YES NO

____

____

36. Do you consider that the various forms used in connection with the "stage" are appropriate and adequate? YES NO

____

____

37. Do you think that the teacher coordination visits contribute to the success of the "stagiaire"? YES NO

38. Are you interested in knowing the results of this study? YES NO

Thank you very much for your cooperation in completing this questionnaire.

POLYVALENTE ARTHUR PIGEON

PERCEPTION DU STAGE PAR LES EMPLOYEURS

S.V.P. Veuillez Compléter et retourner avant le 30 Juillet/82

Questionnaire des Employeurs

Ce questionnaire a pour but de recueillir des informations auprès des employeurs qui ont collaboré avec la Polyvalente Arthur Pigeon à l'organisation des stages des finissants du secteur professionnel. Vos réponses nous aideront à évaluer ce programme.

DIRECTIVES:

Il y a deux parties à ce questionnaire. La première partie dresse la liste des 22 objectifs du stage. La Polyvalente voudrait que vous évaluiez chacun de ces objectifs en terme de:
(a) l'importance de cet objectif pour le stage;
et (b) la réalisation de cet objectif au cours du stage 1981-82.

La deuxième partie recueille des informations pouvant aider la Polyvalente à effectuer une évaluation générale du stage.

1. **OBJECTIF DU STAGE**

Permettre au stagiaire d'accroître son intérêt pour sa formation professionnelle dans un milieu réel de travail.

a) Quelle est l'importance de cet objectif pour le STAGE?

5 ☐	4 ☐	3 ☐	2 ☐	1 ☐
Très Important	Assez Important	Plus ou Moins Important	Pas Très Important	Aucune Importance

b) Cet objectif a-t-il été bien réalisé?

5 ☐	4 ☐	3 ☐	2 ☐	1 ☐
Très Bien	Assez Bien	Plus ou Moins Bien	Pas très Bien	Pas Réalisé

Autres commentaires ____

____

____

2. **OBJECTIF DU STAGE**

Faciliter, par cette étape de formation, la vérification des connaissances acquises et des qualités requises au bon exercice du métier.

a) Quelle est l'importance de cet objectif pour le STAGE?

5 ☐	4 ☐	3 ☐	2 ☐	1 ☐
Très Important	Assez Important	Plus ou Moins Important	Pas très Important	Aucune Importance

b) Cet objectif a-t-il été bien réalisé?

5 ☐	4 ☐	3 ☐	2 ☐	1 ☐
Très Bien	Assez Bien	Plus ou Moins Bien	Pas très Bien	Pas Réalisé

Autres commentaires ____

____

____

3. **OBJECTIF DU STAGE**

Favoriser l'intégration du stagiaire au monde du travail et son adaptation à ses futures fonctions de travail par le bénéfice qu'il reçoit de l'experience et des connaissances des professionnels oeuvrant dans le même domaine.

a) Quelle est l'importance de cet objectif pour le STAGE?

5 ☐	4 ☐	3 ☐	2 ☐	1 ☐
Très Important	Assez Important	Plus ou Moins Important	Pas Très Important	Aucune Importance

b) Cet objectif a-t-il été bien réalisé?

5 ☐	4 ☐	3 ☐	2 ☐	1 ☐
Très Bien	Assez Bien	Plus ou Moins Bien	Pas très Bien	Pas Réalisé

Autres commentaires ____

____

____

4. **OBJECTIF DU STAGE**

Sensibiliser le stagiaire à l'esprit d'initiative, ou sens des responsabilités, à l'esprit critique, au sens d'observation de même qu'à l'esprit d'analyse et de synthèse.

a) Quelle est l'importance de cet objectif pour le STAGE?

5 ☐	4 ☐	3 ☐	2 ☐	1 ☐
Très Important	Assez Important	Plus ou Moins Important	Pas très Important	Aucune Importance

b) Cet objectif a-t-il été bien réalisé?

5 ☐	4 ☐	3 ☐	2 ☐	1 ☐
Très Bien	Assez Bien	Plus ou Moins Bien	Pas très Bien	Pas Réalisé

Autres commentaires ____

____

____

5. OBJECTIF DU STAGE

Accroître les possibilités et la satisfaction du placement par la mise en présence préalable d'éventuels partenaires socio-économiques.

a) Quelle est l'importance de cet objectif pour le STAGE?

5 ☐	4 ☐	3 ☐	2 ☐	1 ☐
Très Important	Assez Important	Plus ou Moins Important	Pas Très Important	Aucune Importance

b) Cet objectif a-t-il été bien réalisé?

5 ☐	4 ☐	3 ☐	2 ☐	1 ☐
Très Bien	Assez Bien	Plus ou Moins Bien	Pas très Bien	Pas Réalisé

Autres commentaires

6. OBJECTIF DU STAGE

Permettre à l'étudiant de parfaire sa formation personnelle, sociale et professionnelle.

a) Quelle est l'importance de cet objectif pour le STAGE?

5 ☐	4 ☐	3 ☐	2 ☐	1 ☐
Très Important	Assez Important	Plus ou Moins Important	Pas très Important	Aucune Importance

b) Cet objectif a-t-il été bien réalisé?

5 ☐	4 ☐	3 ☐	2 ☐	1 ☐
Très Bien	Assez Bien	Plus ou Moins Bien	Pas très Bien	Pas Réalisé

Autres commentaires

7. OBJECTIF DU STAGE

Permettre à l'étudiant d'acquérir une certaine expérience en relations humaines, en relations de travail et en activités de travail.

a) Quelle est l'importance de cet objectif pour le STAGE?

5 ☐	4 ☐	3 ☐	2 ☐	1 ☐
Très Important	Assez Important	Plus ou Moins Important	Pas Très Important	Aucune Importance

b) Cet objectif a-t-il été bien réalisé?

5 ☐	4 ☐	3 ☐	2 ☐	1 ☐
Très Bien	Assez Bien	Plus ou Moins Bien	Pas très Bien	Pas Réalisé

Autres commentaires ______________________________

____

____

8. OBJECTIF DU STAGE

Permettre à l'étudiant de s'initier à des méthodes de travail et à des équipements et outillages différents de ceux qu'il rencontre à l'école.

a) Quelle est l'importance de cet objectif pour le STAGE?

5 ☐	4 ☐	3 ☐	2 ☐	1 ☐
Très Important	Assez Important	Plus ou Moins Important	Pas très Important	Aucune Importance

b) Cet objectif a-t-il été bien réalisé?

5 ☐	4 ☐	3 ☐	2 ☐	1 ☐
Très Bien	Assez Bien	Plus ou Moins Bien	Pas très Bien	Pas Réalisé

Autres commentaires ______________________________

____

____

9. **OBJECTIF DU STAGE**

Permettre à l'étudiant de prendre conscience de la réalité économique du milieu.

a) Quelle est l'importance de cet objectif pour le STAGE?

5 ☐	4 ☐	3 ☐	2 ☐	1 ☐
Très Important	Assez Important	Plus ou Moins Important	Pas Très Important	Aucune Importance

b) Cet objectif a-t-il été bien réalisé?

5 ☐	4 ☐	3 ☐	2 ☐	1 ☐
Très Bien	Assez Bien	Plus ou Moins Bien	Pas très Bien	Pas Réalisé

Autres commentaires ____

____

____

10. **OBJECTIF DU STAGE**

Permettre à l'enseignant d'ajouter un élement de motivation au succès scolaire de l'élève.

a) Quelle est l'importance de cet objectif pour le STAGE?

5 ☐	4 ☐	3 ☐	2 ☐	1 ☐
Très Important	Assez Important	Plus ou Moins Important	Pas très Important	Aucune Importance

b) Cet objectif a-t-il été bien réalisé?

5 ☐	4 ☐	3 ☐	2 ☐	1 ☐
Très Bien	Assez Bien	Plus ou Moins Bien	Pas très Bien	Pas Réalisé

Autres commentaires ____

____

____

11. OBJECTIF DU STAGE

Permettre aux institutions d'enseignement de comparer leurs programmes de formation aux réalités technologiques de l'industrie.

a) Quelle est l'importance de cet objectif pour le STAGE?

5 ☐	4 ☐	3 ☐	2 ☐	1 ☐
Très Important	Assez Important	Plus ou Moins Important	Pas Très Important	Aucune Importance

b) Cet objectif a-t-il été bien réalisé?

5 ☐	4 ☐	3 ☐	2 ☐	1 ☐
Très Bien	Assez Bien	Plus ou Moins Bien	Pas très Bien	Pas Réalisé

Autres commentaires ____

____

____

12. OBJECTIF DU STAGE

Permettre à l'enseignant d'évaluer ses élèves sous divers aspects (connaissances, préparation, maturité) dans des conditions différentes et au besoin, faire un enseignement correctif.

a) Quelle est l'importance de cet objectif pour le STAGE?

5 ☐	4 ☐	3 ☐	2 ☐	1 ☐
Très Important	Assez Important	Plus ou Moins Important	Pas très Important	Aucune Importance

b) Cet objectif a-t-il été bien réalisé?

5 ☐	4 ☐	3 ☐	2 ☐	1 ☐
Très Bien	Assez Bien	Plus ou Moins Bien	Pas très Bien	Pas Réalisé

Autres commentaires ____

____

____

13. **OBJECTIF DU STAGE**

Permettre à l'enseignant d'évaluer son implication pédagogique dans une collaboration industrie-école.

a) Quelle est l'importance de cet objectif pour le STAGE?

5 ☐	4 ☐	3 ☐	2 ☐	1 ☐
Très Important	Assez Important	Plus ou Moins Important	Pas Très Important	Aucune Importance

b) Cet objectif a-t-il été bien réalisé?

5 ☐	4 ☐	3 ☐	2 ☐	1 ☐
Très Bien	Assez Bien	Plus ou Moins Bien	Pas très Bien	Pas Réalisé

Autres commentaires ______________________________

____

____

14. **OBJECTIF DU STAGE**

Permettre à l'enseignant d'identifier et de choisir les entreprises qui recevront des stagiaires.

a) Quelle est l'importance de cet objectif pour le STAGE?

5 ☐	4 ☐	3 ☐	2 ☐	1 ☐
Très Important	Assez Important	Plus ou Moins Important	Pas très Important	Aucune Importance

b) Cet objectif a-t-il été bien réalisé?

5 ☐	4 ☐	3 ☐	2 ☐	1 ☐
Très Bien	Assez Bien	Plus ou Moins Bien	Pas très Bien	Pas Réalisé

Autres commentaires ______________________________

____

____

15. **OBJECTIF DU STAGE**

De motiver l'enseignant qui reprend contact avec l'industrie.

a) Quelle est l'importance de cet objectif pour le STAGE?

5 ☐	4 ☐	3 ☐	2 ☐	1 ☐
Très Important	Assez Important	Plus ou Moins Important	Pas Très Important	Aucune Importance

b) Cet objectif a-t-il été bien réalisé?

5 ☐	4 ☐	3 ☐	2 ☐	1 ☐
Très Bien	Assez Bien	Plus ou Moins Bien	Pas très Bien	Pas Réalisé

Autres commentaires ________________________________

____

____

16. **OBJECTIF DU STAGE**

Permettre à l'entreprise d'exprimer ses attentes aux institutions d'enseignement et de leur faire toute recommendation pertinente.

a) Quelle est l'importance de cet objectif pour le STAGE?

5 ☐	4 ☐	3 ☐	2 ☐	1 ☐
Très Important	Assez Important	Plus ou Moins Important	Pas très Important	Aucune Importance

b) Cet objectif a-t-il été bien réalisé?

5 ☐	4 ☐	3 ☐	2 ☐	1 ☐
Très Bien	Assez Bien	Plus ou Moins Bien	Pas très Bien	Pas Réalisé

Autres commentaires ________________________________

____

____

17. OBJECTIF DU STAGE

Permettre à l'entreprise de s'informer et de connaître les diverses clientèles - scolaires, et ainsi choisir un employé en fonction des besoins spécifiques à un poste de travail donné.

a) Quelle est l'importance de cet objectif pour le STAGE?

5 ☐	4 ☐	3 ☐	2 ☐	1 ☐
Très Important	Assez Important	Plus ou Moins Important	Pas Très Important	Aucune Importance

b) Cet objectif a-t-il été bien réalisé?

5 ☐	4 ☐	3 ☐	2 ☐	1 ☐
Très Bien	Assez Bien	Plus ou Moins Bien	Pas très Bien	Pas Réalisé

Autres commentaires ____

____

____

18. OBJECTIF DU STAGE

Permettre à l'entreprise de participer à la formation d'éventuels partenaires socio-économiques en jouant un rôle concret (au moment du stage) et en étudiant la possibilité d'étendre sa collaboration avec les institutions d'enseignement.

a) Quelle est l'importance de cet objectif pour le STAGE?

5 ☐	4 ☐	3 ☐	2 ☐	1 ☐
Très Important	Assez Important	Plus ou Moins Important	Pas très Important	Aucune Importance

b) Cet objectif a-t-il été bien réalisé?

5 ☐	4 ☐	3 ☐	2 ☐	1 ☐
Très Bien	Assez Bien	Plus ou Moins Bien	Pas très Bien	Pas Réalisé

Autres commentaires ____

____

____

19. **OBJECTIF DU STAGE**

Permettre à l'entreprise d'évaluer les aptitudes et les qualités d'un futur employé et aussi s'habiliter a faciliter son intégration au monde du travail.

a) Quelle est l'importance de cet objectif pour le STAGE?

5 ☐	4 ☐	3 ☐	2 ☐	1 ☐
Très Important	Assez Important	Plus ou Moins Important	Pas Très Important	Aucune Importance

b) Cet objectif a-t-il été bien réalisé?

5 ☐	4 ☐	3 ☐	2 ☐	1 ☐
Très Bien	Assez Bien	Plus ou Moins Bien	Pas très Bien	Pas Réalisé

Autres commentaires ______________________________________

____

____

20. **OBJECTIF DU STAGE**

Permettre à la Commission Scolaire d'établir, de maintenir et de développer la collaboration et la concertation avec le monde du travail.

a) Quelle est l'importance de cet objectif pour le STAGE?

5 ☐	4 ☐	3 ☐	2 ☐	1 ☐
Très Important	Assez Important	Plus ou Moins Important	Pas très Important	Aucune Importance

b) Cet objectif a-t-il été bien réalisé?

5 ☐	4 ☐	3 ☐	2 ☐	1 ☐
Très Bien	Assez Bien	Plus ou Moins Bien	Pas très Bien	Pas Réalisé

Autres commentaires ______________________________________

____

____

21. **OBJECTIF DU STAGE**

Permettre à la Commission Scolaire de développer la formation professionnelle tant chez les élèves, les parents, les enseignants et le monde du travail.

a) Quelle est l'importance de cet objectif pour le STAGE?

5 ☐	4 ☐	3 ☐	2 ☐	1 ☐
Très Important	Assez Important	Plus ou Moins Important	Pas Très Important	Aucune Importance

b) Cet objectif a-t-il été bien réalisé?

5 ☐	4 ☐	3 ☐	2 ☐	1 ☐
Très Bien	Assez Bien	Plus ou Moins Bien	Pas très Bien	Pas Réalisé

Autres commentaires ______________________________

____

____

22. **OBJECTIF DU STAGE**

Permettre à la Commission Scolaire d'identifier les besoins de mise à jour des enseignants de formation professionnelle et de l'information scolaire et professionnelle.

a) Quelle est l'importance de cet objectif pour le STAGE?

5 ☐	4 ☐	3 ☐	2 ☐	1 ☐
Très Important	Assez Important	Plus ou Moins Important	Pas très Important	Aucune Importance

b) Cet objectif a-t-il été bien réalisé?

5 ☐	4 ☐	3 ☐	2 ☐	1 ☐
Très Bien	Assez Bien	Plus ou Moins Bien	Pas très Bien	Pas Réalisé

Autres commentaires ______________________________

____

____

SECTION II

EVALUATION GENERALE DU STAGE

DIRECTIVES:

S.V.P. répondez par OUI ou NON (✓). Pour tout autre commentaire, veuillez utiliser l'espace alloué après chaque question.

23. L'étudiant(e) est-il(elle) suffisamment préparé(e) lorsqu'il(elle) commence son stage? OUI ☐ NON ☐

24. La durée du stage est-elle adéquate? OUI ☐ NON ☐

25. Le stage a-t-il lieu pendant la période idéale de l'année pour votre entreprise? OUI ☐ NON ☐

26. Le stage survient-il au moment idéal dans la formation de l'étudiant(e)? OUI ☐ NON ☐

27. Utilisez-vous le stage comme un outil de recrutement et de sélection? OUI ☐ NON ☐

28. Avez-vous engagé un(e) stagiaire dans votre entreprise au cours de l'année 1981-82? OUI ☐ NON ☐

29. Si votre réponse est NON, l'auriez-vous engagé si vous aviez un poste vacant? OUI ☐ NON ☐

30. Si vous n'avez pas engagé de stagiaire, voudriez-vous en indiquer la raison, afin de nous renseigner sur nos gradués(es).

31. Combien de gradués(es) en formation professionnel de la Polyvalente avez-vous recrutés(es) au moyen des stages?

32. Combien de ces étudiants(es) sont encore à votre service?

33. Etes-vous satisfaits de leur rendement? OUI ☐ NON ☐

34. Pensez-vous que la Polyvalente devrait mettre sur pied un comité consultatif regroupant les éducateurs et les représentants du commerce et de l'industrie pour aider à l'organisation et à la promotion des stages? OUI ☐ NON ☐

35. Seriez-vous intéressé(e) à faire partie d'un tel comité? OUI ☐ NON ☐

36. Considérez-vous que les formulaires employés par la Polyvalente, concernant le stage, sont adéquats? OUI ☐ NON ☐

37. Les visites du professeur en milieu de stage contribuent-elles au succès du stagiaire? OUI ☐ NON ☐

38. Etes-vous intéressé(e) à connaître le résultat de cette étude? OUI ☐ NON ☐

Merci de votre coopération à cette étude.

APPENDIX 4

TEACHER QUESTIONNAIRE

POLYVALENTE ARTHUR PIGEON

TEACHER'S PERCEPTION OF THE STAGE

A Questionnaire for Teachers

This questionnaire gathers information about the "stage" from the vocational teachers of the Polyvalente Arthur Pigeon, who have participated in the organization of the "stage". Your responses will help us to assess this program.

DIRECTIONS:

This questionnaire has two parts. Part I lists the 22 objectives of the stage. The Polyvalente would like you to assess each objective in terms of: (a) its importance for the stage; and (b) how well it was accomplished during the stage.

Part II asks for general information which will help the Polyvalente to make an overall assessment of the stage.

1. OBJECTIVE OF THE "STAGE"

To enable the students to develop an increased interest for his/her occupational training in a real work environment.

a) How important is this objective for the STAGE?

5 ☐	4 ☐	3 ☐	2 ☐	1 ☐
Very Important	Quite Important	Some Importance	Not very Important	No Importance

b) How well was this objective accomplished by the STAGE?

5 ☐	4 ☐	3 ☐	2 ☐	1 ☐
Very Well	Quite Well	Some What	Not very Well	Not Accomplished

Additional Comments ________________________________

____

____

2. OBJECTIVE OF THE "STAGE"

To enable the student to make a self-evaluation of his occupational training acquired in school and to discover the necessary qualities and attitudes required for successful job performance.

a) How important is this objective for the STAGE?

5 ☐	4 ☐	3 ☐	2 ☐	1 ☐
Very Important	Quite Important	Some Importance	Not very Important	No Importance

b) How well was this objective accomplished by the STAGE?

5 ☐	4 ☐	3 ☐	2 ☐	1 ☐
Very Well	Quite Well	Some What	Not very Well	Not Accomplished

Additional Comments ________________________________

____

____

3. OBJECTIVE OF THE "STAGE"

To facilitate transition between school and the world of work.

a) How important is this objective for the STAGE?

5 ☐	4 ☐	3 ☐	2 ☐	1 ☐
Very Important	Quite Important	Some Importance	Not very Important	No Importance

b) How well was this objective accomplished by the STAGE?

5 ☐	4 ☐	3 ☐	2 ☐	1 ☐
Very Well	Quite Well	Some What	Not very Well	Not Accomplished

Additional Comments ____

____

____

4. OBJECTIVE OF THE "STAGE"

To help the student learn to assume responsibility, to take initiative, to develop a good sense of observation, and to think critically.

a) How important is this objective for the STAGE?

5 ☐	4 ☐	3 ☐	2 ☐	1 ☐
Very Important	Quite Important	Some Importance	Not very Important	No Importance

b) How well was this objective accomplished by the STAGE?

5 ☐	4 ☐	3 ☐	2 ☐	1 ☐
Very Well	Quite Well	Some What	Not very Well	Not Accomplished

Additional Comments ____

____

____

5. OBJECTIVE OF THE "STAGE"

To increase the student's employment opportunities and job satisfaction.

a) How important is this objective for the STAGE?

5 ☐	4 ☐	3 ☐	2 ☐	1 ☐
Very Important	Quite Important	Some Importance	Not very Important	No Importance

b) How well was this objective accomplished by the STAGE?

5 ☐	4 ☐	3 ☐	2 ☐	1 ☐
Very Well	Quite Well	Some What	Not very Well	Not Accomplished

Additional Comments ____

____

____

6. OBJECTIVE OF THE "STAGE"

To enable the student to improve his occupational training, his personal and social growth.

a) How important is this objective for the STAGE?

5 ☐	4 ☐	3 ☐	2 ☐	1 ☐
Very Important	Quite Important	Some Importance	Not very Important	No Importance

b) How well was this objective accomplished by the STAGE?

5 ☐	4 ☐	3 ☐	2 ☐	1 ☐
Very Well	Quite Well	Some What	Not very Well	Not Accomplished

Additional Comments ____

____

____

7. OBJECTIVE OF THE "STAGE"

To develop the student's awareness of human relations, labour relations and work activities in business and industry.

a) How important is this objective for the STAGE?

5 ☐	4 ☐	3 ☐	2 ☐	1 ☐
Very Important	Quite Important	Some Importance	Not very Important	No Importance

b) How well was this objective accomplished by the STAGE?

5 ☐	4 ☐	3 ☐	2 ☐	1 ☐
Very Well	Quite Well	Some What	Not very Well	Not Accomplished

Additional Comments ______________________________

____

____

8. OBJECTIVE OF THE "STAGE"

To familiarize the student with tools and/or equipment and/or methods not available in the school.

a) How important is this objective for the STAGE?

5 ☐	4 ☐	3 ☐	2 ☐	1 ☐
Very Important	Quite Important	Some Importance	Not very Important	No Importance

b) How well was this objective accomplished by the STAGE?

5 ☐	4 ☐	3 ☐	2 ☐	1 ☐
Very Well	Quite Well	Some What	Not very Well	Not Accomplished

Additional Comments ______________________________

____

____

9. OBJECTIVE OF THE "STAGE"

To develop the student's awareness of the prevailing economic conditions in business and industry.

a) How important is this objective for the STAGE?

5 ☐	4 ☐	3 ☐	2 ☐	1 ☐
Very Important	Quite Important	Some Importance	Not very Important	No Importance

b) How well was this objective accomplished by the STAGE?

5 ☐	4 ☐	3 ☐	2 ☐	1 ☐
Very Well	Quite Well	Some What	Not very Well	Not Accomplished

Additional Comments ______________________________

____

____

10. OBJECTIVE OF THE "STAGE"

To provide an additional element to the vocational teacher for motivating his students towards success.

a) How important is this objective for the STAGE?

5 ☐	4 ☐	3 ☐	2 ☐	1 ☐
Very Important	Quite Important	Some Importance	Not very Important	No Importance

b) How well was this objective accomplished by the STAGE?

5 ☐	4 ☐	3 ☐	2 ☐	1 ☐
Very Well	Quite Well	Some What	Not very Well	Not Accomplished

Additional Comments ______________________________

____

____

11. OBJECTIVE OF THE "STAGE"

To enable the school to compare vocational education curricula with the technological needs of business and industry.

a) How important is this objective for the STAGE?

5 ☐	4 ☐	3 ☐	2 ☐	1 ☐
Very Important	Quite Important	Some Importance	Not very Important	No Importance

b) How well was this objective accomplished by the STAGE?

5 ☐	4 ☐	3 ☐	2 ☐	1 ☐
Very Well	Quite Well	Some What	Not very Well	Not Accomplished

Additional Comments ______________________________

____

____

12. OBJECTIVE OF THE "STAGE"

To provide an opportunity for the teacher-coordinator to evaluate his students' achievements (knowledge, training, maturity) under different conditions; and to provide the necessary corrective feedback.

a) How important is this objective for the STAGE?

5 ☐	4 ☐	3 ☐	2 ☐	1 ☐
Very Important	Quite Important	Some Importance	Not very Important	No Importance

b) How well was this objective accomplished by the STAGE?

5 ☐	4 ☐	3 ☐	2 ☐	1 ☐
Very Well	Quite Well	Some What	Not very Well	Not Accomplished

Additional Comments ______________________________

____

____

13. OBJECTIVE OF THE "STAGE"

To enable the teacher/coordinator to evaluate his pedagogical implications in the cooperation of education and work.

a) How important is this objective for the STAGE?

5 ☐	4 ☐	3 ☐	2 ☐	1 ☐
Very Important	**Quite Important**	**Some Importance**	**Not very Important**	**No Importance**

b) How well was this objective accomplished by the STAGE?

5 ☐	4 ☐	3 ☐	2 ☐	1 ☐
Very Well	**Quite Well**	**Some What**	**Not very Well**	**Not Accomplished**

Additional Comments ______________________________

____

____

14. OBJECTIVE OF THE "STAGE"

To enable the teacher/coordinator to make a better selection of training stations.

a) How important is this objective for the STAGE?

5 ☐	4 ☐	3 ☐	2 ☐	1 ☐
Very Important	**Quite Important**	**Some Importance**	**Not very Important**	**No Importance**

b) How well was this objective accomplished by the STAGE?

5 ☐	4 ☐	3 ☐	2 ☐	1 ☐
Very Well	**Quite Well**	**Some What**	**Not very Well**	**Not Accomplished**

Additional Comments ______________________________

____

____

15. OBJECTIVE OF THE "STAGE"

To motivate the teacher/coordinator by re-establishing his contact with business/industry.

a) How important is this objective for the STAGE?

5 ☐	4 ☐	3 ☐	2 ☐	1 ☐
Very Important	Quite Important	Some Importance	Not very Important	No Importance

b) How well was this objective accomplished by the STAGE?

5 ☐	4 ☐	3 ☐	2 ☐	1 ☐
Very Well	Quite Well	Some What	Not very Well	Not Accomplished

Additional Comments ______________________________

____

____

16. OBJECTIVE OF THE "STAGE"

To enable the employer to express his needs to the school and to make the necessary recommendations in that respect.

a) How important is this objective for the STAGE?

5 ☐	4 ☐	3 ☐	2 ☐	1 ☐
Very Important	Quite Important	Some Importance	Not very Important	No Importance

b) How well was this objective accomplished by the STAGE?

5 ☐	4 ☐	3 ☐	2 ☐	1 ☐
Very Well	Quite Well	Some What	Not very Well	Not Accomplished

Additional Comments ______________________________

____

____

17. OBJECTIVE OF THE "STAGE"

To give an opportunity to the employer to know the different categories of school graduates, so as to enable him to select an employee according to his specific needs for a specific job.

a) How important is this objective for the STAGE?

5 ☐	4 ☐	3 ☐	2 ☐	1 ☐
Very Important	Quite Important	Some Importance	Not very Important	No Importance

b) How well was this objective accomplished by the STAGE?

5 ☐	4 ☐	3 ☐	2 ☐	1 ☐
Very Well	Quite Well	Some What	Not very Well	Not Accomplished

Additional Comments ________________________________

____

____

18. OBJECTIVE OF THE "STAGE"

To enable the employer to participate in manpower training (during stage) and to consider the possibility of extending his collaboration with the school.

a) How important is this objective for the STAGE?

5 ☐	4 ☐	3 ☐	2 ☐	1 ☐
Very Important	Quite Important	Some Importance	Not very Important	No Importance

b) How well was this objective accomplished by the STAGE?

5 ☐	4 ☐	3 ☐	2 ☐	1 ☐
Very Well	Quite Well	Some What	Not very Well	Not Accomplished

Additional Comments ________________________________

____

____

19. OBJECTIVE OF THE "STAGE"

To enable the employer to develop the ability of evaluating the aptitude and qualities of a future employee; and to facilitate his integration to the world of work.

a) How important is this objective for the STAGE?

5 ☐	4 ☐	3 ☐	2 ☐	1 ☐
Very Important	Quite Important	Some Importance	Not very Important	No Importance

b) How well was this objective accomplished by the STAGE?

5 ☐	4 ☐	3 ☐	2 ☐	1 ☐
Very Well	Quite Well	Some What	Not very Well	Not Accomplished

Additional Comments ______________________________

____

____

20. OBJECTIVE OF THE "STAGE"

To enable the school board to establish and maintain close collaboration with business and industry.

a) How important is this objective for the STAGE?

5 ☐	4 ☐	3 ☐	2 ☐	1 ☐
Very Important	Quite Important	Some Importance	Not very Important	No Importance

b) How well was this objective accomplished by the STAGE?

5 ☐	4 ☐	3 ☐	2 ☐	1 ☐
Very Well	Quite Well	Some What	Not very Well	Not Accomplished

Additional Comments ______________________________

____

____

21. **OBJECTIVE OF THE "STAGE"**

To enable the school board to develop and improve the status of vocational education among students, parents, teachers, and business and industry.

a) How important is this objective for the STAGE?

5 ☐	4 ☐	3 ☐	2 ☐	1 ☐
Very Important	Quite Important	Some Importance	Not very Important	No Importance

b) How well was this objective accomplished by the STAGE?

5 ☐	4 ☐	3 ☐	2 ☐	1 ☐
Very Well	Quite Well	Some What	Not very Well	Not Accomplished

Additional Comments ____

____

____

22. **OBJECTIVE OF THE "STAGE"**

To enable the school board to identify the needs for updating vocational teachers and guidance counsellors.

a) How important is this objective for the STAGE?

5 ☐	4 ☐	3 ☐	2 ☐	1 ☐
Very Important	Quite Important	Some Importance	Not very Important	No Importance

b) How well was this objective accomplished by the STAGE?

5 ☐	4 ☐	3 ☐	2 ☐	1 ☐
Very Well	Quite Well	Some What	Not very Well	Not Accomplished

Additional Comments ____

____

____

PART II

OVERALL ASSESSMENT OF THE STAGE

DIRECTIONS:

Check (✓) YES or NO. You can use the spaces provided, if you want to make additional comments.

23. Is the student adequately prepared when he starts his "stage"? YES NO

____

____

24. Is the length of the "stage" adequate? YES NO

____

____

25. Is the "stage" held in the best time of the year for business and industry? YES NO

____

____

26. Is the "stage" held in the best period of the student's occupational training program? YES NO

____

____

27. Do you evaluate the students in business and industry? YES NO

____

____

28. Are the students evaluated objectively in business and industry during their stage? YES NO

____

____

29. Are the teachers' coordination visits contributing to the success of the "stagiaires"? YES NO

____

____

30. Are the tasks assigned to the "stagiaires" relevant to their occupational training? YES NO

____

____

31. Do you think that the Polyvalente should set up an advisory committee grouping individuals from education and business and industry to provide input for the organization of the "stage"? YES NO

____

____

32. Would you be interested to participate in such a committee? YES NO

____

____

33. Do you consider that the various forms used in connection with the "stage" are appropriate? YES NO

____

____

Thank you for your cooperation in completing this questionnaire.

POLYVALENTE ARTHUR PIGEON

PERCEPTION DU STAGE PAR LES ENSEIGNANTS

Questionnaire des Enseignants

Ce questionnaire a pour but de recueillir des informations auprès des enseignants de la Polyvalente Arthur Pigeon qui ont participé à l'organisation des stages des finissants du secteur professionnel. Vos réponses nous aideront à évaluer ce programme.

DIRECTIVES:

Il y a deux parties à ce questionnaire: La première partie dresse la liste des 22 objectifs du stage. La Polyvalente voudrait que vous évaluiez chacun de ces objectifs en terme de: (a) l'importance de cet objectif pour le stage; et (b) la réalisation de cet objectif au cours du stage 1981-82.

La deuxième partie recueille des informations pouvant aider la Polyvalente à effectuer une évaluation générale du stage.

1. OBJECTIF DU STAGE

Permettre au stagiaire d'accroître son intérêt pour sa formation professionnelle dans un milieu réel de travail.

a) Quelle est l'importance de cet objectif pour le STAGE?

5 ☐	4 ☐	3 ☐	2 ☐	1 ☐
Très Important	Assez Important	Plus ou Moins Important	Pas Très Important	Aucune Importance

b) Cet objectif a-t-il été bien réalisé?

5 ☐	4 ☐	3 ☐	2 ☐	1 ☐
Très Bien	Assez Bien	Plus ou Moins Bien	Pas très Bien	Pas Réalisé

Autres commentaires ____

____

____

2. OBJECTIF DU STAGE

Faciliter, par cette étape de formation, la vérification des connaissances acquises et des qualités requises au bon exercice du métier.

a) Quelle est l'importance de cet objectif pour le STAGE?

5 ☐	4 ☐	3 ☐	2 ☐	1 ☐
Très Important	Assez Important	Plus ou Moins Important	Pas très Important	Aucune Importance

b) Cet objectif a-t-il été bien réalisé?

5 ☐	4 ☐	3 ☐	2 ☐	1 ☐
Très Bien	Assez Bien	Plus ou Moins Bien	Pas très Bien	Pas Réalisé

Autres commentaires ____

____

____

3. OBJECTIF DU STAGE

Favoriser l'intégration du stagiaire au monde du travail et son adaptation à ses futures fonctions de travail par le bénéfice qu'il reçoit de l'experience et des connaissances des professionnels oeuvrant dans le même domaine.

a) Quelle est l'importance de cet objectif pour le STAGE?

5 ☐	4 ☐	3 ☐	2 ☐	1 ☐
Très Important	Assez Important	Plus ou Moins Important	Pas Très Important	Aucune Importance

b) Cet objectif a-t-il été bien réalisé?

5 ☐	4 ☐	3 ☐	2 ☐	1 ☐
Très Bien	Assez Bien	Plus ou Moins Bien	Pas très Bien	Pas Réalisé

Autres commentaires ____

____

____

4. OBJECTIF DU STAGE

Sensibiliser le stagiaire à l'esprit d'initiative, ou sens des responsabilités, à l'esprit critique, au sens d'observation de même qu'à l'esprit d'analyse et de synthèse.

a) Quelle est l'importance de cet objectif pour le STAGE?

5 ☐	4 ☐	3 ☐	2 ☐	1 ☐
Très Important	Assez Important	Plus ou Moins Important	Pas très Important	Aucune Importance

b) Cet objectif a-t-il été bien réalisé?

5 ☐	4 ☐	3 ☐	2 ☐	1 ☐
Très Bien	Assez Bien	Plus ou Moins Bien	Pas très Bien	Pas Réalisé

Autres commentaires ____

____

____

5. OBJECTIF DU STAGE

Accroître les possibilités et la satisfaction du placement par la mise en présence préalable d'éventuels partenaires socio-économiques.

a) Quelle est l'importance de cet objectif pour le STAGE?

5 ☐	4 ☐	3 ☐	2 ☐	1 ☐
Très Important	Assez Important	Plus ou Moins Important	Pas Très Important	Aucune Importance

b) Cet objectif a-t-il été bien réalisé?

5 ☐	4 ☐	3 ☐	2 ☐	1 ☐
Très Bien	Assez Bien	Plus ou Moins Bien	Pas très Bien	Pas Réalisé

Autres commentaires ______________________________

____

____

6. OBJECTIF DU STAGE

Permettre aux institutions d'enseignement de comparer leurs programmes de formation aux réalités technologiques de l'industrie.

a) Quelle est l'importance de cet objectif pour le STAGE?

5 ☐	4 ☐	3 ☐	2 ☐	1 ☐
Très Important	Assez Important	Plus ou Moins Important	Pas très Important	Aucune Importance

b) Cet objectif a-t-il été bien réalisé?

5 ☐	4 ☐	3 ☐	2 ☐	1 ☐
Très Bien	Assez Bien	Plus ou Moins Bien	Pas très Bien	Pas Réalisé

Autres commentaires ______________________________

____

____

7. **OBJECTIF DU STAGE**

Permettre à l'étudiant d'acquérir une certaine expérience en relations humaines, en relations de travail et en activités de travail.

a) Quelle est l'importance de cet objectif pour le STAGE?

5 ☐	4 ☐	3 ☐	2 ☐	1 ☐
Très Important	Assez Important	Plus ou Moins Important	Pas Très Important	Aucune Importance

b) Cet objectif a-t-il été bien réalisé?

5 ☐	4 ☐	3 ☐	2 ☐	1 ☐
Très Bien	Assez Bien	Plus ou Moins Bien	Pas très Bien	Pas Réalisé

Autres commentaires ____

____

____

8. **OBJECTIF DU STAGE**

Permettre à l'étudiant de s'initier à des méthodes de travail et à des équipements et outillages différents de ceux qu'il rencontre à l'école.

a) Quelle est l'importance de cet objectif pour le STAGE?

5 ☐	4 ☐	3 ☐	2 ☐	1 ☐
Très Important	Assez Important	Plus ou Moins Important	Pas très Important	Aucune Importance

b) Cet objectif a-t-il été bien réalisé?

5 ☐	4 ☐	3 ☐	2 ☐	1 ☐
Très Bien	Assez Bien	Plus ou Moins Bien	Pas très Bien	Pas Réalisé

Autres commentaires ____

____

____

9. OBJECTIF DU STAGE

Permettre à l'étudiant de prendre conscience de la réalité économique du milieu.

a) Quelle est l'importance de cet objectif pour le STAGE?

5 ☐	4 ☐	3 ☐	2 ☐	1 ☐
Très Important	Assez Important	Plus ou Moins Important	Pas Très Important	Aucune Importance

b) Cet objectif a-t-il été bien réalisé?

5 ☐	4 ☐	3 ☐	2 ☐	1 ☐
Très Bien	Assez Bien	Plus ou Moins Bien	Pas très Bien	Pas Réalisé

Autres commentaires ____________________

____

____

10. OBJECTIF DU STAGE

Permettre à l'enseignant d'ajouter un élement de motivation au succès scolaire de l'élève.

a) Quelle est l'importance de cet objectif pour le STAGE?

5 ☐	4 ☐	3 ☐	2 ☐	1 ☐
Très Important	Assez Important	Plus ou Moins Important	Pas très Important	Aucune Importance

b) Cet objectif a-t-il été bien réalisé?

5 ☐	4 ☐	3 ☐	2 ☐	1 ☐
Très Bien	Assez Bien	Plus ou Moins Bien	Pas très Bien	Pas Réalisé

Autres commentaires ____________________

____

____

11. **OBJECTIF DU STAGE**

Permettre aux institutions d'enseignement de comparer leurs programmes de formation aux réalités technologiques de l'industrie.

a) Quelle est l'importance de cet objectif pour le STAGE?

5 ☐	4 ☐	3 ☐	2 ☐	1 ☐
Très Important	Assez Important	Plus ou Moins Important	Pas Très Important	Aucune Importance

b) Cet objectif a-t-il été bien réalisé?

5 ☐	4 ☐	3 ☐	2 ☐	1 ☐
Très Bien	Assez Bien	Plus ou Moins Bien	Pas très Bien	Pas Réalisé

Autres commentaires ______________________________

____

____

12. **OBJECTIF DU STAGE**

Permettre à l'enseignant d'évaluer ses élèves sous divers aspects (connaissances, préparation, maturité) dans des conditions différentes et au besoin, faire un enseignement correctif.

a) Quelle est l'importance de cet objectif pour le STAGE?

5 ☐	4 ☐	3 ☐	2 ☐	1 ☐
Très Important	Assez Important	Plus ou Moins Important	Pas très Important	Aucune Importance

b) Cet objectif a-t-il été bien réalisé?

5 ☐	4 ☐	3 ☐	2 ☐	1 ☐
Très Bien	Assez Bien	Plus ou Moins Bien	Pas très Bien	Pas Réalisé

Autres commentaires ______________________________

____

____

13. **OBJECTIF DU STAGE**

Permettre à l'enseignant d'évaluer son implication pédagogique dans une collaboration industrie-école.

a) Quelle est l'importance de cet objectif pour le STAGE?

5 ☐	4 ☐	3 ☐	2 ☐	1 ☐
Très Important	Assez Important	Plus ou Moins Important	Pas Très Important	Aucune Importance

b) Cet objectif a-t-il été bien réalisé?

5 ☐	4 ☐	3 ☐	2 ☐	1 ☐
Très Bien	Assez Bien	Plus ou Moins Bien	Pas très Bien	Pas Réalisé

Autres commentaires ______________________________

____

____

14. **OBJECTIF DU STAGE**

Permettre à l'enseignant d'identifier et de choisir les entreprises qui recevront des stagiaires.

a) Quelle est l'importance de cet objectif pour le STAGE?

5 ☐	4 ☐	3 ☐	2 ☐	1 ☐
Très Important	Assez Important	Plus ou Moins Important	Pas très Important	Aucune Importance

b) Cet objectif a-t-il été bien réalisé?

5 ☐	4 ☐	3 ☐	2 ☐	1 ☐
Très Bien	Assez Bien	Plus ou Moins Bien	Pas très Bien	Pas Réalisé

Autres commentaires ______________________________

____

____

15. **OBJECTIF DU STAGE**

De motiver l'enseignant qui reprend contact avec l'industrie.

a) Quelle est l'importance de cet objectif pour le STAGE?

5 ☐	4 ☐	3 ☐	2 ☐	1 ☐
Très Important	Assez Important	Plus ou Moins Important	Pas Très Important	Aucune Importance

b) Cet objectif a-t-il été bien réalisé?

5 ☐	4 ☐	3 ☐	2 ☐	1 ☐
Très Bien	Assez Bien	Plus ou Moins Bien	Pas très Bien	Pas Réalisé

Autres commentaires ____

____

____

16. **OBJECTIF DU STAGE**

Permettre à l'entreprise d'exprimer ses attentes aux institutions d'enseignement et de leur faire toute recommandation pertinente.

a) Quelle est l'importance de cet objectif pour le STAGE?

5 ☐	4 ☐	3 ☐	2 ☐	1 ☐
Très Important	Assez Important	Plus ou Moins Important	Pas très Important	Aucune Importance

b) Cet objectif a-t-il été bien réalisé?

5 ☐	4 ☐	3 ☐	2 ☐	1 ☐
Très Bien	Assez Bien	Plus ou Moins Bien	Pas très Bien	Pas Réalisé

Autres commentaires ____

____

____

17. **OBJECTIF DU STAGE**

Permettre à l'entreprise de s'informer et de connaître les diverses clientèles - scolaires, et ainsi choisir un employé en fonction des besoins spécifiques à un poste de travail donné.

a) Quelle est l'importance de cet objectif pour le STAGE?

5 ☐	4 ☐	3 ☐	2 ☐	1 ☐
Très Important	Assez Important	Plus ou Moins Important	Pas Très Important	Aucune Importance

b) Cet objectif a-t-il été bien réalisé?

5 ☐	4 ☐	3 ☐	2 ☐	1 ☐
Très Bien	Assez Bien	Plus ou Moins Bien	Pas très Bien	Pas Réalisé

Autres commentaires ____

____

____

18. **OBJECTIF DU STAGE**

Permettre à l'entreprise de participer à la formation d'éventuels partenaires socio-économiques en jouant un rôle concret (au moment du stage) et en étudiant la possibilité d'étendre sa collaboration avec les institutions d'enseignement.

a) Quelle est l'importance de cet objectif pour le STAGE?

5 ☐	4 ☐	3 ☐	2 ☐	1 ☐
Très Important	Assez Important	Plus ou Moins Important	Pas très Important	Aucune Importance

b) Cet objectif a-t-il été bien réalisé?

5 ☐	4 ☐	3 ☐	2 ☐	1 ☐
Très Bien	Assez Bien	Plus ou Moins Bien	Pas très Bien	Pas Réalisé

Autres commentaires ____

____

____

19. OBJECTIF DU STAGE

Permettre à l'entreprise d'évaluer les aptitudes et les qualités d'un futur employé et aussi s'habiliter a faciliter son intégration au monde du travail.

a) Quelle est l'importance de cet objectif pour le STAGE?

5 ☐	4 ☐	3 ☐	2 ☐	1 ☐
Très Important	Assez Important	Plus ou Moins Important	Pas Très Important	Aucune Importance

b) Cet objectif a-t-il été bien réalisé?

5 ☐	4 ☐	3 ☐	2 ☐	1 ☐
Très Bien	Assez Bien	Plus ou Moins Bien	Pas très Bien	Pas Réalisé

Autres commentaires ______________________________

____

____

20. OBJECTIF DU STAGE

Permettre à la Commission Scolaire d'établir, de maintenir et de développer la collaboration et la concertation avec le monde du travail.

a) Quelle est l'importance de cet objectif pour le STAGE?

5 ☐	4 ☐	3 ☐	2 ☐	1 ☐
Très Important	Assez Important	Plus ou Moins Important	Pas très Important	Aucune Importance

b) Cet objectif a-t-il été bien réalisé?

5 ☐	4 ☐	3 ☐	2 ☐	1 ☐
Très Bien	Assez Bien	Plus ou Moins Bien	Pas très Bien	Pas Réalisé

Autres commentaires ______________________________

____

____

21. **OBJECTIF DU STAGE**

Permettre à la Commission Scolaire de développer la formation professionnelle tant chez les élèves, les parents, les enseignants et le monde du travail.

a) Quelle est l'importance de cet objectif pour le STAGE?

5 ☐	4 ☐	3 ☐	2 ☐	1 ☐
Très Important	Assez Important	Plus ou Moins Important	Pas Très Important	Aucune Importance

b) Cet objectif a-t-il été bien réalisé?

5 ☐	4 ☐	3 ☐	2 ☐	1 ☐
Très Bien	Assez Bien	Plus ou Moins Bien	Pas très Bien	Pas Réalisé

Autres commentaires

22. **OBJECTIF DU STAGE**

Permettre à la Commission Scolaire d'identifier les besoins de mise à jour des enseignants de formation professionnelle et de l'information scolaire et professionnelle.

a) Quelle est l'importance de cet objectif pour le STAGE?

5 ☐	4 ☐	3 ☐	2 ☐	1 ☐
Très Important	Assez Important	Plus ou Moins Important	Pas très Important	Aucune Importance

b) Cet objectif a-t-il été bien réalisé?

5 ☐	4 ☐	3 ☐	2 ☐	1 ☐
Très Bien	Assez Bien	Plus ou Moins Bien	Pas très Bien	Pas Réalisé

Autres commentaires

SECTION II

EVALUATION GENERALE DU STAGE

DIRECTIVES:

S.V.P. répondez par OUI ou NON (✓). Pour tout autre commentaire, veuillez utiliser l'espace alloué après chaque question.

23. L'étudiant(e) est-il (elle) suffisamment préparé(e) lorsqu'il (elle) commence son stage? OUI ☐ NON ☐

24. La durée du stage est-elle adéquate? OUI ☐ NON ☐

25. Le stage a-t-il lieu pendant la période idéale de l'année pour les entreprises? OUI ☐ NON ☐

26. Le stage survient-il au moment idéal dans la formation de l'étudiant(e)? OUI ☐ NON ☐

27. Evaluez-vous vos étudiants en milieu de travail? OUI ☐ NON ☐

28. L'évaluation des étudiants(es) par les employeurs vous semble-t-elle objective? OUI ☐ NON ☐

29. Les visites du professeur en milieu de stage contribuent-elles au succès du stagiaire? OUI ☐ NON ☐

30. Les tâches assignées à l'étudiant(e) au cours de son stage avaient-elles rapport à sa formation? OUI ☐ NON ☐

____

____

31. Pensez-vous que la Polyvalente devrait mettre sur pied un comité consultatif regroupant les éducateurs et les représentants du commerce et de l'industrie pour aider à l'organisation et à la promotion des stages? OUI ☐ NON ☐

____

____

32. Seriez-vous intéressé(e) à faire partie d'un tel comité? OUI ☐ NON ☐

____

____

33. Considérez-vous que les formulaires employés par la Polyvalente, concernant le stage, sont adéquats? OUI ☐ NON ☐

____

____

Merci de votre coopération à cette étude.

APPENDIX 5

DETAIL OF THE STUDENTS", EMPLOYERS', AND TEACHERS' RESPONSES

Table 17

Frequency and Percentage Distribution of Students' Responses
by Program Type and by Specialty Regarding the Degree of Importance of
Objective No. 1 (N=72)

Students	n	Frequency (f)						Percentage (%)						Total Important Responses (%)	Total Not Important Responses (%)
		5	4	3	2	1	NR	5	4	3	2	1	NR		
All Respondents	72	45	24	3	—	—	—	62.5	33.3	3.2	—	—	—	95.8	—
Long Vocational															
Auto Mechanics	14	9	4	1	—	—	—	64.3	28.6	7.1	—	—	—	92.9	—
Business Education	22	11	10	1	—	—	—	50.0	45.5	4.5	—	—	—	95.5	—
Carpentry	9	6	3	—	—	—	—	66.7	33.3	—	—	—	—	100.0	—
Clothing &,Textiles	9	7	2	—	—	—	—	77.8	22.2	—	—	—	—	100.0	
Total	54	33	19	2	—	—	—	61.1	35.2	3.7	—	—	—	96.3	—
Short Vocational															
Auto Servicing	11	8	2	1	—	—	—	72.7	18.2	9.1	—	—	—	90.9	—
Shop Joinery	7	4	3	—	—	—	—	57.1	42.9	—	—	—	—	100.0	—
Total	18	18	12	1	—	—	—	66.7	27.8	5.6	—	—	—	94.4	—

Table 18

Frequency and Percentage Distribution of Students' Responses
by Program Type and by Specialty Regarding the Degree of Importance of
Objective No. 2 (N=72)

Students	n	Frequency (f)						Percentage (%)						Total Important Responses (%)	Total Not Important Responses (%)
		5	4	3	2	1	NR	5	4	3	2	1	NR		
All Respondents	72	36	33	3	--	--	--	50.0	45.8	4.2	--	--	--	95.8	--
Long Vocational															
Auto Mechanics	14	7	5	3	--	--	--	50.0	35.7	14.3	--	--	--	85.7	--
Business Education	22	11	11	--	--	--	--	50.0	50.0	--	--	--	--	100.0	--
Carpentry	9	3	6	--	--	--	--	33.3	66.7	--	--	--	--	100.0	--
Clothing & Textiles	9	5	4	--	--	--	--	55.5	44.5	--	--	--	--	100.0	--
Total	54	54	26	26	2	--	--	48.1	48.1	3.7	--	--	--	96.2	--
Short Vocational															
Auto Servicing	11	6	4	1	--	--	--	54.5	36.4	9.1	--	--	--	90.9	--
Shop Joinery	7	4	3	--	--	--	--	57.1	42.9	--	--	--	--	100.0	--
Total	18	10	7	1	--	--	--	55.5	38.9	5.6	--	--	--	94.4	--

Table 19

Frequency and Percentage Distribution of Students' Responses by Program Type and by Specialty Regarding the Degree of Importance of Objective No. 3 (N=72)

Students	n	Frequency (f)						Percentage (%)						Total Important Responses (%)	Total Not Important Responses (%)
		5	4	3	2	1	NR	5	4	3	2	1	NR		
All Respondents	72	30	37	5	—	—	—	41.7	51.4	6.9	—	—	—	93.1	—
Long Vocational															
Auto Mechanics	14	7	5	2	—	—	—	50.0	35.7	14.3	—	—	—	85.7	—
Business Education	22	7	15	—	—	—	—	31.8	68.2	—	—	—	—	100.0	—
Carpentry	9	3	5	1	—	—	—	33.3	55.6	11.1	—	—	—	88.9	—
Clothing & Textiles	9	2	6	1	—	—	—	22.2	66.7	11.1	—	—	—	88.9	—
Total	54	19	31	4	—	—	—	35.2	57.4	7.4	—	—	—	92.6	—
Short Vocational															
Auto Servicing	11	7	3	1	—	—	—	63.6	27.3	9.1	—	—	—	90.9	—
Shop Joinery	7	4	3	—	—	—	—	57.1	42.9	—	—	—	—	100.0	—
Total	18	11	6	1	—	—	—	61.1	33.3	5.5	—	—	—	94.4	—

Table 20

Frequency and Percentage Distribution of Students' Responses by Program Type and by Specialty Regarding the Degree of Importance of Objective No. 4 (N=72)

Students	n	Frequency (f)						Percentage (%)						Total Important Responses (%)	Total Not Important Responses (%)
		5	4	3	2	1	NR	5	4	3	2	1	NR		
All Respondents	72	40	25	7	—	—	—	55.6	34.7	9.7	—	—	—	90.2	—
Long Vocational															
Auto Mechanics	14	7	5	2	—	—	—	50.0	35.7	14.3	—	—	—	85.7	—
Business Education	22	14	7	1	—	—	—	63.6	31.9	4.5	—	—	—	95.5	—
Carpentry	9	5	2	2	—	—	—	55.6	22.2	22.2	—	—	—	77.8	—
Clothing & Textiles	9	6	3	—	—	—	—	66.7	33.3	—	—	—	—	100.0	—
Total	54	32	17	5	—	—	—	59.3	31.5	9.3	—	—	—	90.8	—
Short Vocational															
Auto Servicing	11	7	3	1	—	—	—	63.6	27.3	9.1	—	—	—	90.9	—
Shop Joinery	7	1	5	1	—	—	—	14.3	71.4	14.3	—	—	—	85.7	—
Total	18	8	8	2	—	—	—	44.4	44.4	11.1	—	—	—	88.9	—

Table 21

Frequency and Percentage Distribution of Students' Responses by Program Type and by Specialty Regarding the Degree of Importance of Objective No. 5 (N=72)

Students	n	Frequency (f)						Percentage (%)						Total Important Responses (%)	Total Not Important Responses (%)
		5	4	3	2	1	NR	5	4	3	2	1	NR		
All Respondents	72	15	35	18	1	—	3	20.8	48.6	25.0	1.4	—	4.2	69.4	1.4
Long Vocational															
Auto Mechanics	14	3	3	7	—	—	1	21.4	21.4	50.0	—	—	7.1	42.8	—
Business Education	22	3	16	3	—	—	—	13.6	72.7	13.6	—	—	—	86.3	—
Carpentry	9	2	3	4	—	—	—	22.2	33.3	44.4	—	—	—	55.5	—
Clothing & Textiles	9	1	5	1	1	—	1	11.1	55.6	11.1	11.1	—	11.1	66.7	11.1
Total	54	9	27	15	1	—	2	16.7	50.0	27.8	1.9	—	3.7	66.7	1.9
Short Vocational															
Auto Servicing	11	5	3	3	—	—	—	45.4	27.3	27.3	—	—	—	72.7	—
Shop Joinery	7	1	5	—	—	—	1	14.3	71.4	—	—	—	14.3	85.7	—
Total	18	6	8	3	—	—	1	33.3	44.4	16.7	—	—	5.6	77.8	—

Table 22

Frequency and Percentage Distribution of Students' Responses by Program Type and by Specialty Regarding the Degree of Importance of Objective No. 6 (N=72)

Students	n	Frequency (f)						Percentage (%)						Total Important Responses (%)	Total Not Important Responses (%)
		5	4	3	2	1	NR	5	4	3	2	1	NR		
All Respondents	72	32	33	6	1	—	—	44.4	45.8	8.3	1.4	—	—	90.3	1.4
Long Vocational															
Auto Mechanics	14	7	6	1	—	—	—	50.0	42.9	7.1	—	—	—	92.9	—
Business Education	22	9	12	1	—	—	—	41.0	54.5	4.5	—	—	—	95.5	—
Carpentry	9	1	6	2	—	—	—	11.1	66.7	22.2	—	—	—	77.8	—
Clothing & Textiles	9	4	4	1	—	—	—	44.4	44.4	11.1	—	—	—	88.8	—
Total	54	21	28	5	—	—	—	38.9	51.9	9.3	—	—	—	90.7	—
Short Vocational															
Auto Servicing	11	7	3	1	—	—	—	63.6	27.3	9.1	—	—	—	90.9	—
Shop Joinery	7	4	2	—	1	—	—	57.1	28.6	14.3	14.2	—	—	85.7	14.2
Total	18	11	5	1	1	—	—	61.1	27.8	5.6	5.6	—	—	88.9	5.6

Table 23

Frequency and Percentage Distribution of Students' Responses
by Program Type and by Specialty Regarding the Degree of Importance of
Objective No. 7 (N=72)

Students	n	Frequency (f)						Percentage (%)						Total Important Responses (%)	Total Not Important Responses (%)
		5	4	3	2	1	NR	5	4	3	2	1	NR		
All Respondents	72	31	29	10	2	—	—	43.1	40.3	13.9	2.8	—	—	83.3	2.8
Long Vocational															
Auto Mechanics	14	4	7	2	1	—	—	28.6	50.0	14.3	7.1	—	—	78.6	7.1
Business Education	22	12	8	2	—	—	—	54.5	36.4	9.1	—	—	—	90.9	—
Carpentry	9	3	3	2	1	—	—	33.3	33.3	22.2	11.1	—	—	66.6	11.1
Clothing & Textiles	9	4	2	3	—	—	—	44.4	22.2	33.3	—	—	—	66.6	—
Total	54	23	20	9	2	—	—	42.6	37.1	16.7	3.7	—	—	79.6	3.7
Short Vocational															
Auto Servicing	11	7	4	—	—	—	—	63.6	36.4	—	—	—	—	100.0	—
Shop Joinery	7	1	5	1	—	—	—	14.3	71.4	14.3	—	—	—	85.7	—
Total	18	8	9	1	—	—	—	44.4	50.0	5.6	—	—	—	94.4	—

Table 24

Frequency and Percentage Distribution of Students' Responses by Program Type and by Specialty Regarding the Degree of Importance of Objective No. 8 (N=72)

Students	n	Frequency (f)						Percentage (%)						Total Important Responses (%)	Total Not Important Responses (%)
		5	4	3	2	1	NR	5	4	3	2	1	NR		
All Respondents	72	42	25	5	—	—	—	58.3	34.7	6.9	—	—	—	93.1	—
Long Vocational															
Auto Mechanics	14	9	3	2	—	—	—	64.3	21.4	14.3	—	—	—	85.7	—
Business Education	22	12	8	2	—	—	—	54.5	36.4	—	—	—	—	100.0	—
Carpentry	9	7	2	—	—	—	—	77.8	22.2	—	—	—	—	100.0	—
Clothing & Textiles	9	4	5	—	—	—	—	44.4	55.6	—	—	—	—	100.0	—
Total	54	32	18	4	—	—	—	59.3	33.3	7.4	—	—	—	92.6	—
Short Vocational															
Auto Servicing	11	7	4	—	—	—	—	63.6	36.4	—	—	—	—	100.0	—
Shop Joinery	7	3	3	1	—	—	—	42.9	42.9	14.3	—	—	—	85.8	—
Total	18	10	7	1	—	—	—	55.6	38.9	5.6	—	—	—	94.4	—

Table 25

Frequency and Percentage Distribution of Students' Responses
by Program Type and by Specialty Regarding the Degree of Importance of
Objective No. 9 (N=72)

Students	n	Frequency (f)						Percentage (%)						Total Important Responses (%)	Total Not Important Responses (%)
		5	4	3	2	1	NR	5	4	3	2	1	NR		
All Respondents	72	27	34	9	1	—	1	37.5	47.2	12.5	1.4	—	1.4	84.7	1.4
Long Vocational															
Auto Mechanics	14	6	4	4	—	—	—	42.8	28.6	28.6	—	—	—	71.4	—
Business Education	22	8	13	1	—	—	—	36.4	59.0	4.5	—	—	—	95.4	—
Carpentry	9	3	3	3	—	—	—	33.3	33.3	33.3	—	—	—	66.6	—
Clothing & Textiles	9	2	6	1	—	—	—	22.2	66.7	11.1	—	—	—	88.9	—
Total	54	19	26	9	—	—	—	35.2	48.1	16.7	—	—	—	83.3	—
Short Vocational															
Auto Servicing	11	6	3	—	1	—	1	54.5	27.3	—	9.1	—	9.1	81.8	—
Shop Joinery	7	2	5	—	—	—	—	28.6	71.4	—	—	—	—	100.0	—
Total	18	8	8	—	1	—	1	44.4	44.4	—	5.6	—	5.6	88.9	5.6

Table 26

Frequency and Percentage Distribution of Students' Responses by Program Type and by Specialty Regarding the Degree of Importance of Objective No. 10 (N=72)

Students	n	Frequency (f)						Percentage (%)						Total Important Responses (%)	Total Not Important Responses (%)
		5	4	3	2	1	NR	5	4	3	2	1	NR		
All Respondents	72	35	27	8	1	—	1	48.6	37.5	11.1	1.4	—	1.4	86.1	1.4
Long Vocational															
Auto Mechanics	14	5	6	3	—	—	—	35.7	42.9	21.4	—	—	—	78.6	—
Business Education	22	12	7	3	—	—	—	54.5	31.8	13.6	—	—	—	86.4	—
Carpentry	9	3	5	1	—	—	—	33.3	55.6	11.1	—	—	—	88.9	—
Clothing & Textiles	9	5	2	1	1	—	—	55.6	22.2	11.1	11.1	—	—	78.8	11.1
Total	54	25	20	8	1	—	—	46.3	37.1	14.8	1.9	—	—	83.3	1.9
Short Vocational															
Auto Servicing	11	6	4	—	—	—	1	54.5	36.4	—	—	—	9.1	90.9	—
Shop Joinery	7	4	3	—	—	—	—	57.1	42.9	—	—	—	—	100.0	—
Total	18	10	7	—	—	—	1	55.6	38.9	—	—	—	5.6	94.4	—

Table 27

Percentage Distribution of Students' Responses by Program-Type by Specialty Regarding the Accomplishment of Objective No. 1 (N=72)

Students	N	Ques: a (%)			Ques: b (%)			Mean a-b (%)	
		Yes	No	NR	Yes	No	NR	Yes	No
All Respondents	72	91.6	8.3	--	93.1	6.9	--	92.4	7.6
Long Vocational									
Auto Mechanics	14	100.0	--	--	100.0	--	--	100.0	--
Business Education	22	81.8	18.2	--	86.4	13.6	--	84.1	15.9
Carpentry	9	100.0	--	--	88.9	11.1	--	95.0	5.0
Clothing & Textiles	9	100.0	--	--	100.0	--	--	100.0	--
Total	54	92.6	7.4	--	92.6	7.4	--	92.6	7.4
Short Vocational									
Auto Servicing	11	81.8	18.2	--	100.0	--	--	90.9	9.1
Shop Joinery	7	100.0	--	--	85.7	14.3	--	92.9	7.1
Total	18	88.9	11.1	--	94.4	5.6	--	91.7	8.3

Table 28

Percentage Distribution of Students' Responses by Program-Type by Specialty Regarding the Accomplishment of Objective No. 2 (N=72)

Students	N	Ques: a (%)			Ques: b (%)			Ques: c (%)			Ques: d (%)			Ques: e (%)			Ques: f (%)			Mean: a-f (%)	
		Yes	No	NR	Yes	No	NR	Yes	No	NR	Yes	No	NR	Yes	No	NR	Yes	No	NR	Yes	No
All Respondents	72	91.7	8.3	—	86.1	13.9	—	93.1	6.9	—	93.1	6.9	—	93:1	6.9	—	95.8	4.2	—	92.1	7.9
Long Vocational																					
Auto Mech.	14	92.9	7.1	—	85.7	14.3	—	92.9	7.1	—	85.7	14.3	—	85.7	14.3	—	85.7	14.3	—	88.1	11.9
Bus. Educ.	22	86.4	13.6	—	86.4	13.6	—	95.5	4.5	—	100.0	—	—	100.0	—	—	100.0	—	—	94.7	5.3
Carpentry	9	100.0	—	—	77.8	22.2	—	100.0	—	—	88.9	11.1	—	88.9	11.1	—	100.0	—	—	92.6	7.4
Cloth. & Text.	9	88.9	11.1	—	88.9	11.1	—	77.8	22.2	—	88.9	11.1	—	77.8	22.2	—	88.9	11.1	—	85.2	14.8
Total	54	90.7	9.3	—	85.2	14.8	—	92.6	7.4	—	92.6	7.4	—	92.6	7.4	—	94.4	5.6	—	91.7	8.3
Short Vocational																					
Auto Servicing	11	100.0	—	—	91.0	9.0	—	100.0	—	—	100.0	—	—	100.0	—	—	100.0	—	—	98.5	1.5
Shop Joinery	7	85.7	14.3	—	85.7	14.3	—	85.7	14.3	—	85.7	14.3	—	85.7	14.3	—	100.0	—	—	88.1	11.9
Total	18	94.4	5.6	—	88.9	11.1	—	94.4	5.6	—	94.4	5.6	—	94.4	5.6	—	100.0	—	—	94.4	5.6

Table 29

Percentage Distribution of Students' Responses by Program-Type by Specialty Regarding the Accomplishment of Objective No. 3 (N=72)

Students	N	Ques: a (%)			Ques: b (%)			Mean a-b (%)	
		Yes	No	NR	Yes	No	NR	Yes	No
All Respondents	72	83.3	15.3	1.4	91.7	8.3	—	80.6	11.8
Long Vocational									
Auto Mechanics	14	85.7	7.1	7.1	92.9	7.1	—	89.3	7.1
Business Education	22	95.5	4.5	—	91.0	9.0	—	93.3	6.7
Carpentry	9	55.5	44.5	—	88.9	11.1	—	72.2	27.8
Clothing & Textiles	9	77.8	22.2	—	100.0	—	—	88.9	11.1
Total	54	83.3	14.8	1.4	92.6	7.4	—	88.9	11.1
Short Vocational									
Auto Servicing	11	91.0	9.0	—	91.0	9.0	—	91.0	9.0
Shop Joinery	7	71.4	28.6	—	85.7	14.3	—	78.6	21.4
Total	18	83.3	16.7	—	88.9	11.1	—	86.1	13.9

Table 30

Percentage Distribution of the Students' Responses by Program-Type by Specialty
Regarding the Accomplishment of Objective No. 4 (N=72)

		Ques: a(%)			Ques: b(%)			Ques: c(%)			Ques: d(%)			Ques: e(%)			Ques: f(%)			Ques: g(%)			Ques: h(%)			Mean a-h(%)	
Students	N	Yes	No	NR	Yes	No	NR	Yes	No	NR	Yes	No	NR	Yes	No	NR	Yes	No	NR	Yes	No	NR	Yes	No	NR	Yes	No
All Resps.	72	97.2	2.8	--	93.1	6.9	--	88.9	11.1	--	84.7	15.3	--	95.8	4.2	--	93.1	6.9	--	86.1	13.9	--	66.6	33.3	--	88.3	11.1
Long Voc.																											
Auto Mech.	14	92.9	7.1	--	100.0	--	--	85.7	14.3	--	85.7	14.3	--	100.0	--	--	92.9	7.1	--	92.9	7.1	--	78.6	21.4	--	91.0	9.0
Bus. Ed.	22	100.0	--	--	90.9	9.1	--	86.4	13.6	--	81.9	18.1	--	100.0	--	--	95.5	4.5	--	81.9	4.5	--	40.9	59.1	--	84.7	15.3
Carpentry	9	100.0	--	--	88.9	11.1	--	88.9	11.1	--	66.7	33.3	--	88.9	11.1	--	100.0	--	--	88.9	11.1	--	66.7	33.3	--	86.0	14.0
Cloth & Text	9	88.9	11.1	--	88.9	11.1	--	77.8	22.2	--	77.8	22.2	--	88.9	11.1	--	77.8	22.2	--	77.8	22.2	--	55.6	44.4	--	79.2	20.8
Total	54	96.3	3.7	--	92.6	7.4	--	85.2	14.8	--	79.6	20.4	--	96.3	3.7	--	92.6	7.4	--	85.2	14.8	--	57.4	42.6	--	85.7	14.3
Short Voc.																											
Auto Serv.	11	100.0	--	--	100.0	--	--	100.0	--	--	100.0	--	--	100.0	--	--	90.9	9.1	--	81.8	18.1	--	90.9	9.1	--	95.5	4.5
Shop Joinery	7	100.0	--	--	85.7	14.3	--	100.0	--	--	100.0	--	--	85.7	14.3	--	100.0	--	--	100.0	--	--	100.0	--	--	96.4	3.6
Total	18	100.0	--	--	94.4	5.6	--	100.0	--	--	100.0	--	--	94.4	5.6	--	94.4	5.6	--	88.9	11.1	--	94.4	5.6	--	96.1	3.4

Table 31

Percentage Distribution of the Students' Responses by Program-Type by Specialty
Regarding the Accomplishment of Objective No. 5 (N=72)

Students	N	Ques: a (%)			Ques: b (%)			Ques: c (%)			Ques: d (%)			Mean a-d (%)	
		Yes	No	NR	Yes	No	NR	Yes	No	NR	Yes	No	NR	Yes	No
All Respondents	72	72.2	26.4	1.4	74.0	23.6	1.4	90.3	8.3	1.4	84.7	13.9	1.4	80.7	18.1
Long Vocational															
Auto Mechanics	14	64.3	28.6	7.1	64.3	28.6	7.1	85.7	7.2	7.1	92.9	—	7.1	76.8	23.2
Business Education	22	72.7	27.3	—	72.7	27.3	—	86.4	13.6	—	81.8	18.2	—	78.4	21.6
Carpentry	9	55.6	44.4	—	88.9	11.1	—	100.0	—	—	77.8	22.2	—	80.6	19.4
Cloth. & Textiles	9	77.8	22.2	—	66.7	33.3	—	77.8	22.2	—	66.7	33.3	—	72.3	27.7
Total	54	68.5	29.6	1.9	72.2	25.9	1.9	87.1	11.1	1.9	81.5	16.7	1.9	77.4	20.9
Short Vocational															
Auto Servicing	11	81.1	18.9	—	91.0	9.0	—	100.0	—	—	91.0	9.0	—	90.8	9.2
Shop Joinery	7	85.7	14.3	—	71.4	28.6	—	100.0	—	—	100.0	—	—	89.3	—
Total	18	83.3	16.7	—	83.3	16.7	—	100.0	—	—	94.4	5.6	—	90.6	9.4

Table 32

Percentage Distribution of Students' Responses by Program-Type by Specialty
Regarding the Accomplishment of Objective No. 6 (N=72)

Students	N	Ques: a (%)			Ques: b (%)			Ques: c (%)			Ques: d (%)			Ques: e (%)			Ques: f (%)			Mean: a-f (%)	
		Yes	No	NR	Yes	No	NR	Yes	No	NR	Yes	No	NR	Yes	No	NR	Yes	No	NR	Yes	No
All Respondents	72	79.2	20.3	--	91.7	5.6	--	88.9	11.1	--	94.4	5.6	--	88.9	11.1	--	88.9	11.1	--	89.2	10.8
Long Vocational																					
Auto Mech.	14	71.4	28.6	--	85.7	14.3	--	78.6	21.4	--	100.0	--	--	85.7	14.3	--	78.6	21.4	--	83.3	16.7
Bus. Educ.	22	100.0	--	--	100.0	--	--	95.5	4.5	--	95.5	4.5	--	91.0	9.0	--	95.5	4.5	--	96.3	3.7
Carpentry	9	33.4	66.6	--	100.0	--	--	88.9	11.1	--	77.8	22.2	--	88.9	11.1	--	88.9	11.1	--	79.7	20.3
Cloth. & Text.	9	100.0	--	--	100.0	--	--	77.8	22.2	--	100.0	--	--	88.9	11.1	--	77.8	22.2	--	90.8	9.2
Total	54	81.5	18.5	--	92.6	3.7	--	87.1	13.0	--	94.4	5.6	--	88.9	11.1	--	88.9	11.1	--	88.9	11.1
Short Vocational																					
Auto Servicing	11	72.7	27.3	--	91.0	9.0	--	100.0	--	--	100.0	--	--	81.1	18.9	--	100.0	--	--	90.8	9.2
Shop Joinery	7	71.4	28.6	--	85.7	14.3	--	85.7	14.3	--	85.7	14.3	--	100.0	--	--	100.0	--	--	88.1	11.9
Total	18	72.2	27.8	--	88.9	11.1	--	94.4	5.6	--	94.4	5.6	--	88.9	11.1	--	100.0	--	--	90.0	10.0

Table 33

Percentage Distribution of Students' Responses by Program-Type by Specialty
Regarding the Accomplishment of Objective No. 7 (N=72)

Students	N	Ques: a (%)			Ques: b (%)			Ques: c (%)			Ques: d (%)			Ques: e (%)			Ques: f (%)			Mean: a-f (%)	
		Yes	No	NR	Yes	No	NR	Yes	No	NR	Yes	No	NR	Yes	No	NR	Yes	No	NR	Yes	No
All Respondents	72	93.1	6.9	—	94.4	5.6	—	97.2	2.8	—	91.7	8.3	—	52.8	45.8	1.4	41.7	55.6	2.8	78.5	20.8
Long Vocational																					
Auto Mech.	14	85.7	14.3	—	85.7	14.3	—	92.9	7.1	—	100.0	—	—	64.3	35.7	—	50.0	50.0	—	79.8	20.2
Bus. Educ.	22	95.5	4.5	—	95.5	4.5	—	95.5	4.5	—	100.0	—	—	50.0	50.0	—	22.7	77.3	—	76.5	23.5
Carpentry	9	88.9	11.1	—	100.0	—	—	100.0	—	—	66.7	33.3	—	44.4	55.6	—	44.4	55.6	—	74.1	25.9
Cloth. & Text.	9	100.0	—	—	100.0	—	—	100.0	—	—	88.9	11.1	—	11.1	77.8	11.1	33.3	55.6	22.2	72.2	24.1
Total	54	92.6	7.4	—	94.4	5.6	—	96.3	3.7	—	92.6	7.4	—	46.3	51.9	1.9	35.2	61.1	3.7	76.3	22.8
Short Vocational																					
Auto Servicing	11	91.0	9.0	—	91.0	9.0	—	100.0	—	—	91.0	9.0	—	81.1	18.9	—	63.6	36.4	—	86.3	13.7
Shop Joinery	7	100.0	—	—	100.0	—	—	100.0	—	—	85.7	14.3	—	57.1	42.9	—	57.1	42.9	—	83.3	16.7
Total	18	94.4	5.6	—	94.4	5.6	—	100.0	—	—	88.9	11.1	—	72.2	27.8	—	61.1	38.9	—	85.0	15.0

Table 34

Percentage Distribution of Students' Responses by Program-Type by Specialty Regarding the Accomplishment of Objective No. 8 (N=72)

Students	N	Ques: a (%)			Ques: b (%)			Mean a-b (%)	
		Yes	No	NR	Yes	No	NR	Yes	No
All Respondents	72	77.8	19.4	2.8	83.3	13.9	2.8	80.6	16.7
Long Vocational									
Auto Mechanics	14	100.0	—	—	78.6	21.4	—	89.3	10.7
Business Education	22	77.3	22.7	—	95.5	4.5	—	86.4	13.6
Carpentry	9	66.7	33.3	—	66.7	33.3	—	66.7	33.3
Clothing & Textiles	9	66.7	33.3	—	77.8	22.2	—	72.3	27.7
Total	54	79.6	20.4	—	83.3	16.7	—	81.5	18.5
Short Vocational									
Auto Servicing	11	81.1	—	18.2	72.7	9.1	18.2	76.9	9.1
Shop Joinery	7	57.1	42.9	—	100.0	—	—	78.6	21.4
Total	18	72.2	16.7	11.1	83.3	5.6	11.1	77.8	11.1

Table 35

Percentage Distribution of Students' Responses by Program-Type by Specialty Regarding the Accomplishment of Objective No. 9 (N=72)

Students	N	Ques: a (%)			Ques: b (%)			Mean a-b (%)	
		Yes	No	NR	Yes	No	NR	Yes	No
All Respondents	72	81.9	18.1	—	87.5	12.5	—	84.7	15.3
Long Vocational									
Auto Mechanics	14	78.5	21.5	—	100.0	—	—	89.3	10.7
Business Education	22	81.8	18.2	—	95.5	4.5	—	88.6	11.4
Carpentry	9	77.8	22.2	—	77.8	22.2	—	77.8	22.2
Clothing & Textiles	9	66.7	33.3	—	55.6	44.4	—	61.2	38.8
Total	54	77.8	22.2	—	87.1	13.0	—	82.4	17.6
Short Vocational									
Auto Servicing	11	91.0	9.0	—	91.0	9.0	—	90.9	9.1
Shop Joinery	7	100.0	—	—	85.7	14.3	—	92.9	7.1
Total	18	94.4	5.6	—	88.9	11.1	—	91.9	8.1

Table 36

Percentage Distribution of the Students' Responses by Program Type Specialty Regarding the Accomplishment of Objective No. 10 (N=72)

Students	N	Percentage (%)			Mean (%)	
		Yes	No	NR	Yes	No
All Respondents	72	81.9	18.1	--	81.9	18.1
Long Vocational						
Auto Mechanics	14	92.9	7.1	--	92.9	7.1
Business Education	22	86.4	13.6	--	86.4	13.6
Carpentry	9	66.7	33.3	--	66.7	33.3
Cloth. & Textiles	9	55.6	44.4	--	55.6	44.4
Total	54	79.6	20.4	--		
Short Vocational						
Auto Servicing	11	91.0	9.0	--	91.0	9.0
Shop Joinery	7	85.7	14.3	--	85.7	14.3
Total	18	88.9	11.1	--	88.9	11.1

Table 37

Percentage Distribution of Employers' Responses by Program-type by Specialty Regarding the Degree of Importance and Degree of Accomplishment of Objective No. 1 (N=57)

Employers	n	Importance (%)						Total Important Responses (%)	Total Not Important Responses (%)	Accomplishment (%)						Total Accomplished Responses (%)	Total Not Accomplished Responses (%)
		5	4	3	2	1	NR			5	4	3	2	1	NR		
All Respondents	57	70.2	26.3	3.5	--	--	--	96.5	--	38.6	50.9	8.8	--	--	1.8	89.5	--
Long Vocational																	
Auto Mechanics	13	69.2	30.8	--	--	--	--	100.0	--	46.2	46.2	7.7	--	--	--	85.2	--
Bus. Education	16	75.0	18.8	6.3	--	--	--	93.8	--	37.5	50.0	6.3	--	--	6.3	87.5	--
Carpentry	7	57.1	28.6	14.3	--	--	--	85.7	--	28.6	71.4	--	--	--	--	100.0	--
Cloth & Tex.	7	71.4	28.6	--	--	--	--	100.0	--	57.1	42.9	--	--	--	--	100.0	--
Total	43	69.8	25.6	4.7	--	--	--	95.3	--	41.9	51.2	4.7	--	--	2.3	93.0	--
Short Vocational																	
Auto Servicing	9	66.7	33.3	--	--	--	--	100.0	--	22.2	44.4	33.3	--	--	--	66.6	--
Shop Joinery	5	80.0	20.0	--	--	--	--	100.0	--	40.0	60.0	--	--	--	--	100.0	--
Total	14	71.4	28.5	--	--	--	--	100.0	--	28.6	50.0	21.4	--	--	--	78.6	--

Table 38

Percentage Distribution of Employers' Responses by Program-type by Specialty Regarding the Degree of Importance and Degree of Accomplishment of Objective No. 2 (N=57)

Employers	n	Importance (%)						Total Important Responses (%)	Total Not Important Responses (%)	Accomplishment (%)						Total Accomplished Responses (%)	Total Not Accomplished Responses (%)
		5	4	3	2	1	NR			5	4	3	2	1	NR		
All Respondents	57	47.4	38.6	14.0	—	—	—	86.0	—	29.8	56.1	8.8	3.5	—	1.8	86.0	3.5
Long Vocational																	
Auto Mechanics	13	53.8	38.5	7.7	—	—	—	92.3	—	46.2	30.8	15.4	7.7	—	—	77.0	7.7
Bus. Education	16	50.0	25.0	25.0	—	—	—	75.0	—	12.5	68.8	12.5	6.3	—	—	81.3	6.3
Carpentry	7	—	57.1	42.9	—	—	—	57.1	—	14.3	71.4	—	—	—	14.3	85.7	—
Cloth & Tex.	7	71.4	28.6	—	—	—	—	100.0	—	71.4	28.6	—	—	—	—	100.0	—
Total	43	46.5	34.9	18.6	—	—	—	81.4	—	32.6	51.2	9.3	4.7	—	2.3	83.7	4.7
Short Vocational																	
Auto Servicing	9	44.4	55.6	—	—	—	—	100.0	—	22.2	66.6	11.1	—	—	—	88.8	—
Shop Joinery	5	60.0	40.0	—	—	—	—	100.0	—	20.0	80.0	—	—	—	—	100.0	—
Total	14	50.0	50.0	—	—	—	—	100.0	—	21.4	71.4	7.2	—	—	—	92.9	—

Table 39

Percentage Distribution of Employers' Responses by Program-type by
Specialty Regarding the Degree of Importance and Degree of Accomplishment
of Objective No. 3 (N=57)

Employers	n	Importance (%)						Total Important Responses (%)	Total Not Important Responses (%)	Accomplishment (%)						Total Accomplished Responses (%)	Total Not Accomplished Responses (%)
		5	4	3	2	1	NR			5	4	3	2	1	NR		
All Respondents	57	66.7	24.6	7.0	--	--	1.8	91.2	--	45.6	42.1	8.8	1.8	--	1.8	87.7	1.8
Long Vocational																	
Auto Mechanics	13	84.6	15.4	--	--	--	--	100.0	--	69.2	15.4	7.7	7.7	--	--	84.6	7.7
Bus. Education	16	43.8	50.0	6.3	--	--	--	93.8	--	43.8	43.8	12.5	--	--	--	87.6	--
Carpentry	7	85.7	--	--	--	--	14.3	85.7	--	28.6	57.1	--	--	--	14.3	85.7	--
Cloth & Tex.	7	71.4	--	28.6	--	--	--	71.4	--	57.1	28.6	14.3	--	--	--	85.7	--
Total	43	67.4	23.3	7.0	--	--	--	90.7	--	51.2	34.9	9.3	2.3	--	2.3	86.0	2.3
Short Vocational																	
Auto Servicing	9	66.7	33.3	--	--	--	--	100.0	--	33.3	55.6	11.1	--	--	--	88.9	--
Shop Joinery	5	60.0	20.0	20.0	--	--	--	80.0	--	20.0	80.0	--	--	--	--	100.0	--
Total	14	64.3	28.6	7.2	--	--	--	92.9	--	28.6	64.3	7.2	--	--	--	92.9	--

Table 40

Percentage Distribution of Employers' Responses by Program-type by Specialty Regarding the Degree of Importance and Degree of Accomplishment of Objective No. 4 (N=57)

Employers		Importance (%)						Total Important Responses (%)	Total Not Important Responses (%)	Accomplishment (%)						Total Accomplished Responses (%)	Total Not Accomplished Responses (%)
	n	5	4	3	2	1	NR			5	4	3	2	1	NR		
All Respondents	57	57.9	33.3	7.0	1.8	—	—	91.2	1.8	29.8	36.8	26.3	5.3	1.8	—	66.7	7.0
Long Vocational-																	
Auto Mechanics	13	69.2	23.1	7.7	—	—	—	92.3	—	38.5	30.8	15.4	7.8	7.8	—	69.3	15.6
Bus. Education	16	68.8	18.8	12.5	—	—	—	87.6	—	31.3	31.3	25.0	12.5	—	—	62.6	12.5
Carpentry	7	42.9	57.1	—	—	—	—	100.0	—	14.3	42.9	42.9	—	—	—	57.2	—
Cloth & Tex.	7	57.1	28.6	—	14.3	—	—	85.7	14.3	42.9	42.9	14.3	—	—	—	85.8	—
Total	43	62.8	28.0	7.0	2.3	—	—	90.7	2.3	32.6	34.9	23.3	7.0	2.3	—	67.4	9.3
Short Vocational																	
Auto Servicing	9	33.3	55.6	11.1	—	—	—	88.9	—	11.1	44.4	44.4	—	—	—	55.5	—
Shop Joinery	5	60.0	40.0	—	—	—	—	100.0	—	40.0	40.0	20.0	—	—	—	80.0	—
Total	14	42.9	50.0	7.2	—	—	—	92.9	—	21.4	42.9	35.7	—	—	—	64.3	—

Table 41

Percentage Distribution of Employers' Responses by Program-type by Specialty Regarding the Degree of Importance and Degree of Accomplishment of Objective No. 5 (N=57)

Employers	n	Importance (%)						Total Important Responses (%)	Total Not Important Responses (%)	Accomplishment (%)						Total Accomplished Responses (%)	Total Not Accomplished Responses (%)
		5	4	3	2	1	NR			5	4	3	2	1	NR		
All Respondents	57	22.8	42.1	29.8	3.5	--	1.8	64.9	3.5	21.1	33.3	28.1	7.0	5.3	5.3	54.4	12.3
Long Vocational																	
Auto Mechanics	13	30.8	30.8	30.8	7.7	--	--	61.6	--	38.5	7.7	38.5	15.4	--	--	46.2	15.4
Bus. Education	16	25.0	37.5	37.5	--	--	--	62.5	--	18.8	18.8	43.8	--	12.5	6.3	37.6	12.5
Carpentry	7	--	57.1	14.3	14.3	--	14.3	57.1	14.3	--	71.4	--	14.3	--	14.3	71.4	14.3
Cloth & Tex.	7	14.3	57.1	28.6	--	--	--	71.4	--	14.3	42.9	14.3	14.3	--	14.3	57.2	14.3
Total	43	20.9	41.9	30.2	4.7	--	2.3	62.8	4.7	20.9	28.0	30.2	9.3	4.7	7.0	48.8	14.0
Short Vocational																	
Auto Servicing	9	22.2	55.6	22.2	--	--	--	77.8	--	11.1	66.7	22.2	--	--	--	77.8	--
Shop Joinery	5	40.0	20.0	40.0	--	--	--	60.0	--	40.0	20.0	20.0	--	20.0	--	60.0	20.0
Total	14	28.6	42.9	28.6	--	--	--	71.4	--	21.4	50.0	21.4	--	7.2	--	71.4	7.2

Table 42

Percentage Distribution of Employers' Responses by Program-type by Specialty Regarding the Degree of Importance and Degree of Accomplishment of Objective No. 6 (N=57)

Employers	n	Importance (%)						Total Important Responses (%)	Total Not Important Responses (%)	Accomplishment (%)						Total Accomplished Responses (%)	Total Not Accomplished Responses (%)
		5	4	3	2	1	NR			5	4	3	2	1	NR		
All Respondents	57	54.4	36.8	5.3	1.8	—	1.8	91.2	1.8	33.3	45.6	19.3	1.8	—	1.8	77.2	1.8
Long Vocational																	
Auto Mechanics	13	53.8	23.1	7.7	7.7	—	7.7	76.9	7.7	53.8	15.4	15.4	7.8	—	7.8	69.2	7.8
Bus. Education	16	62.5	37.5	—	—	—	—	100.0	—	25.0	56.3	18.8	—	—	—	81.3	—
Carpentry	7	28.6	57.1	14.3	—	—	—	79.7	—	28.6	42.9	28.6	—	—	—	71.5	—
Cloth & Tex.	7	71.4	28.6	—	—	—	—	100.0	—	42.9	57.1	—	—	—	—	100.0	—
Total	43	55.8	34.9	4.7	2.3	—	2.3	90.7	2.3	37.2	41.9	16.3	2.3	—	2.3	79.1	2.3
Short Vocational																	
Auto Servicing	9	55.6	33.3	11.1	—	—	—	88.8	—	22.2	44.4	33.3	—	—	—	66.6	—
Shop Joinery	5	40.0	60.0	—	—	—	—	100.0	—	20.0	60.0	20.0	—	—	—	80.0	—
Total	14	50.0	42.9	7.2	—	—	—	92.9	—	21.4	50.0	28.6	—	—	—	71.4	—

Table 43

Percentage Distribution of Employers' Responses by Program-type by Specialty Regarding the Degree of Importance and Degree of Accomplishment of Objective No. 7 (N=57)

Employers	n	Importance (%)						Total Important Responses (%)	Total Not Important Responses (%)	Accomplishment (%)						Total Accomplished Responses (%)	Total Not Accomplished Responses (%)
		5	4	3	2	1	NR			5	4	3	2	1	NR		
All Respondents	57	68.4	29.8	1.2	--	--	--	98.2	--	38.6	47.4	8.8	3.5	--	1.8	86.0	3.5
Long Vocational																	
Auto Mechanics	13	69.2	30.8	--	--	--	--	100.0	--	53.8	38.5	7.7	--	--	--	92.3	--
Bus. Education	16	75.0	18.8	6.3	--	--	--	93.8	--	43.8	43.8	6.3	--	--	6.3	87.6	--
Carpentry	7	71.4	28.6	--	--	--	--	100.0	--	28.6	71.4	--	--	--	--	100.0	--
Cloth & Tex.	7	51.1	42.9	--	--	--	--	100.0	--	57.1	28.6	--	14.3	--	--	85.7	14.3
Total	43	69.8	28.0	2.3	--	--	--	97.7	--	46.5	44.2	4.7	2.3	--	2.3	90.7	2.3
Short Vocational																	
Auto Servicing	9	77.8	22.2	--	--	--	--	100.0	--	11.1	55.6	22.2	11.1	--	--	66.7	11.1
Shop Joinery	5	40.0	60.0	--	--	--	--	100.0	--	20.0	60.0	20.0	--	--	--	80.0	--
Total	14	64.3	35.7	--	--	--	--	100.0	--	14.3	57.1	21.4	7.2	--	--	71.4	7.2

Table 44

Percentage Distribution of Employers' Responses by Program-type by Specialty Regarding the Degree of Importance and Degree of Accomplishment of Objective No. 8 (N=57)

Employers		Importance (%)						Total Important Responses (%)	Total Not Important Responses (%)	Accomplishment (%)						Total Accomplished Responses (%)	Total Not Accomplished Responses (%)
	n	5	4	3	2	1	NR			5	4	3	2	1	NR		
All Respondents	57	68.4	22.8	7.0	—	—	1.8	81.2	1.8	40.3	47.4	7.0	—	1.8	1.8	87.7	1.8
Long Vocational																	
Auto Mechanics	13	84.6	7.7	—	—	—	7.7	92.3	—	38.5	46.2	7.8	—	—	—	84.7	—
Bus. Education	16	56.3	31.3	12.5	—	—	—	87.6	—	43.8	50.0	—	—	6.3	—	93.8	6.3
Carpentry	7	85.7	14.3	—	—	—	—	100.0	—	42.9	28.6	28.6	—	—	—	71.5	—
Cloth & Tex.	7	42.9	28.6	28.6	—	—	—	71.5	—	57.1	14.3	28.6	—	—	—	71.4	—
Total	43	67.4	20.9	9.3	—	—	2.3	88.4	—	44.2	39.5	9.3	—	2.3	2.3	83.7	2.3
Short Vocational																	
Auto Servicing	9	77.8	22.2	—	—	—	—	100.0	—	22.2	77.7	—	—	—	—	100.0	—
Shop Joinery	5	60.0	40.0	—	—	—	—	100.0	—	40.0	60.0	—	—	—	—	100.0	—
Total	14	71.4	28.6	—	—	—	—	100.0	—	28.6	71.4	—	—	—	—	100.0	—

Table 45

Percentage Distribution of Employers' Responses by Program-type by Specialty Regarding the Degree of Importance and Degree of Accomplishment of Objective No. 9 (N=57)

Employers	n	Importance (%) 5	4	3	2	1	NR	Total Important Responses (%)	Total Not Important Responses (%)	Accomplishment (%) 5	4	3	2	1	NR	Total Accomplished Responses (%)	Total Not Accomplished Responses (%)
All Respondents	57	42.1	31.6	17.5	3.5	1.8	3.5	73.7	5.3	26.3	31.6	24.6	7.0	5.3	5.3	57.9	12.3
Long Vocational																	
Auto Mechanics	13	46.2	23.1	7.7	15.4	—	7.7	69.3	15.4	23.1	15.4	38.5	15.4	—	7.6	38.5	15.4
Bus. Education	16	50.0	12.5	31.3	—	6.3	—	62.5	6.3	31.3	25.0	18.8	6.3	12.5	6.3	56.3	18.8
Carpentry	7	14.3	42.9	28.6	—	—	14.3	57.2	—	28.6	14.3	42.9	—	—	14.3	42.9	—
Cloth & Tex.	7	42.9	57.1	—	—	—	—	100.0	—	42.9	28.6	14.3	14.3	—	—	71.5	14.3
Total	43	41.9	28.0	18.6	4.7	2.3	4.7	69.8	7.0	30.2	20.9	28.0	9.3	4.7	7.0	51.2	14.0
Short Vocational																	
Auto Servicing	9	44.4	44.4	11.1	—	—	—	88.8	—	11.1	77.8	11.1	—	—	—	88.9	—
Shop Joinery	5	40.0	40.0	20.0	—	—	—	80.0	—	20.0	40.0	20.0	—	20.0	—	60.0	20.0
Total	14	42.9	42.9	14.3	—	—	—	85.7	—	14.3	64.3	14.3	—	7.2	—	78.6	7.2

Table 46

Percentage Distribution of Employers' Responses by Program-type by Specialty Regarding the Degree of Importance and Degree of Accomplishment of Objective No. 10 (N=57)

Employers	n	Importance (%)						Total Important Responses (%)	Total Not Important Responses (%)	Accomplishment (%)						Total Accomplished Responses (%)	Total Not Accomplished Responses (%)
		5	4	3	2	1	NR			5	4	3	2	1	NR		
All Respondents	57	40.3	33.3	19.3	1.8	3.5	1.8	73.7	5.3	24.6	36.8	24.6	3.5	3.5	7.0	61.4	7.0
Long Vocational																	
Auto Mechanics	13	61.5	15.4	15.4	—	—	7.7	76.9	—	46.2	23.1	15.4	—	7.8	7.8	69.3	7.8
Bus. Education	16	18.8	56.3	6.3	6.3	12.5	—	75.1	18.8	12.5	62.5	12.5	—	6.3	6.3	75.0	6.3
Carpentry	7	42.9	28.6	28.6	—	—	—	71.5	—	42.9	—	42.9	—	—	14.3	42.9	—
Cloth & Tex.	7	71.4	14.3	14.3	—	—	—	85.7	—	28.6	42.9	14.3	—	—	14.3	71.5	—
Total	43	44.2	32.6	14.0	2.3	4.7	2.3	76.7	7.0	30.2	37.2	18.6	—	4.7	9.3	67.4	4.7
Short Vocational																	
Auto Servicing	9	33.3	22.2	44.4	—	—	—	55.5	—	11.1	33.3	44.4	11.1	—	—	44.4	11.1
Shop Joinery	5	20.0	60.0	20.0	—	—	—	80.0	—	—	40.0	40.0	20.0	—	—	40.0	—
Total	14	28.6	35.7	35.7	—	—	—	64.3	—	7.2	35.7	42.9	14.3	—	—	42.9	14.3

Table 47

Percentage Distribution of Employers' Responses by Program-type by Specialty Regarding the Degree of Importance and Degree of Accomplishment of Objective No. 11 (N=57)

Employers		Importance (%)						Total Important Responses (%)	Total Not Important Responses (%)	Accomplishment (%)						Total Accomplished Responses (%)	Total Not Accomplished Responses (%)
	n	5	4	3	2	1	NR			5	4	3	2	1	NR		
All Respondents	57	61.4	28.0	3.5	3.5	1.8	--	89.5	5.3	28.1	35.1	22.8	7.0	5.3	1.8	63.2	12.3
Long Vocational																	
Auto Mechanics	13	61.5	30.8	--	--	7.7	--	92.3	7.7	46.2	23.1	23.1	--	7.7	--	69.3	7.7
Bus. Education	16	50.0	31.3	6.3	12.5	--	--	81.3	12.5	12.5	43.8	31.3	--	12.5	--	56.3	12.5
Carpentry	7	85.7	14.3	--	--	--	--	100.0	--	57.1	--	14.3	28.6	--	--	57.1	28.6
Cloth & Tex.	7	57.1	14.3	14.3	--	--	14.3	71.4	--	14.3	42.9	28.6	--	--	14.3	57.2	--
Total	43	60.5	25.6	4.7	4.7	2.3	--	86.1	7.0	30.2	30.2	25.6	4.7	7.0	2.3	60.5	11.6
Short Vocational																	
Auto Servicing	9	55.6	44.4	--	--	--	--	100.0	--	22.2	55.6	11.1	11.1	--	--	77.8	11.1
Shop Joinery	5	80.0	20.0	--	--	--	--	100.0	--	20.0	40.0	20.0	20.0	00	00	60.0	20.0
Total	14	64.3	35.7	--	--	--	--	100.0	--	21.4	50.0	14.3	14.3	--	--	71.4	14.3

Table 48

Percentage Distribution of Employers' Responses by Program-type by Specialty Regarding the Degree of Importance and Degree of Accomplishment of Objective No. 12 (N=57)

Employers	n	Importance (%)						Total Important Responses (%)	Total Not Important Responses (%)	Accomplishment (%)						Total Accomplished Responses (%)	Total Not Accomplished Responses (%)
		5	4	3	2	1	NR			5	4	3	2	1	NR		
All Respondents	57	52.6	28.1	10.5	3.5	1.8	3.5	80.7	5.3	26.3	38.6	21.1	7.0	3.5	3.5	64.9	10.5
Long Vocational																	
Auto Mechanics	13	53.8	23.1	7.7	—	—	15.4	76.9	—	46.2	30.8	15.4	—	—	—	77.0	—
Bus. Education	16	43.8	31.3	12.5	6.3	6.3	—	75.1	12.6	18.8	37.5	18.8	12.5	12.5	—	53.3	25.0
Carpentry	7	85.7	14.3	—	—	—	—	100.0	—	14.3	57.1	14.3	—	—	14.3	71.4	—
Cloth. & Tex.	7	71.4	14.3	14.3	—	—	—	85.7	—	57.1	28.6	14.3	—	—	—	85.7	—
Total	43	58.1	23.3	9.3	2.3	2.3	4.7	81.4	7.0	32.6	37.2	16.3	4.7	4.7	4.7	69.8	9.3
Short Vocational																	
Auto Servicing	9	33.3	33.3	22.2	11.1	—	—	66.6	11.1	11.1	33.3	44.4	11.1	—	—	44.4	11.1
Shop Joinery	5	40.0	60.0	—	—	—	—	100.0	—	—	60.0	20.0	20.0	—	—	60.0	20.0
Total	14	35.7	42.9	14.3	7.2	—	—	78.6	7.2	7.2	42.9	35.7	14.3	—	—	50.0	14.3

Table 49

Percentage Distribution of Employers' Responses by Program-type by Specialty Regarding the Degree of Importance and Degree of Accomplishment of Objective No. 13 (N=57)

Employers		Importance (%)						Total Important Responses (%)	Total Not Important Responses (%)	Accomplishment (%)						Total Accomplished Responses (%)	Total Not Accomplished Responses (%)
	n	5	4	3	2	1	NR			5	4	3	2	1	NR		
All Respondents	57	47.4	29.8	15.8	1.8	1.8	3.5	77.2	3.3	26.5	35.1	22.8	3.5	5.3	7.0	61.4	8.8
Long Vocational																	
Auto Mechanics	13	69.2	7.7	15.4	--	--	7.7	76.9	--	38.5	23.1	23.1	7.7	--	7.7	61.6	7.7
Bus. Education	16	25.0	43.8	18.8	6.3	6.3	--	68.8	12.6	12.5	43.8	12.5	6.3	18.8	6.3	56.3	25.1
Carpentry	7	28.6	28.6	28.6	--	--	14.2	57.2	--	28.6	--	42.9	--	--	28.6	28.6	--
Cloth & Tex.	7	57.1	42.9	--	--	--	--	100.0	--	57.1	42.9	--	--	--	--	100.0	--
Total	43	44.2	30.2	16.3	2.3	2.3	4.7	74.4	4.7	30.2	30.2	18.6	4.7	7.0	9.3	60.5	11.6
Short Vocational																	
Auto Servicing	9	55.6	33.3	11.1	--	--	--	88.9	--	11.1	55.6	33.3	--	--	--	66.7	--
Shop Joinery	5	60.0	20.0	20.0	--	--	--	80.0	--	20.0	40.0	40.0	00	00	00	60.0	--
Total	14	57.1	28.6	14.3	--	--	--	85.7	--	14.3	50.0	35.7	--	--	--	64.3	--

Table 50

Percentage Distribution of Employers' Responses by Program-type by Specialty Regarding the Degree of Importance and Degree of Accomplishment of Objective No. 14 (N=57)

Employers	n	Importance (%)						Total Important Responses (%)	Total Not Important Responses (%)	Accomplishment (%)						Total Accomplished Responses (%)	Total Not Accomplished Responses (%)
		5	4	3	2	1	NR			5	4	3	2	1	NR		
All Respondents	57	54.4	29.8	7.0	3.5	3.5	1.8	84.2	7.0	36.8	36.8	7.0	1.8	3.5	14.0	73.7	5.3
Long Vocational																	
Auto Mechanics	13	61.5	23.1	7.7	—	—	7.7	84.6	—	38.5	30.8	7.7	7.7	—	15.4	69.3	7.7
Bus. Education	16	18.8	50.0	6.3	12.5	12.5	—	68.8	25.0	31.3	31.3	6.3	—	6.3	25.0	62.6	6.3
Carpentry	7	57.1	14.2	28.6	—	—	—	71.3	—	28.6	42.9	14.3	—	—	14.3	71.5	—
Cloth & Tex.	7	71.4	28.6	—	—	—	—	100.0	—	57.1	28.6	14.3	—	—	—	85.7	—
Total	43	46.5	32.6	9.3	4.7	4.7	2.3	79.1	9.3	37.2	32.6	9.3	2.3	2.3	16.7	69.8	4.7
Short Vocational																	
Auto Servicing	9	88.9	11.1	—	—	—	—	100.0	—	33.3	66.7	—	—	—	—	100.0	—
Shop Joinery	5	60.0	40.0	—	—	—	—	100.0	—	40.0	20.0	00	00	20.0	20.0	60.0	20.0
Total	14	78.6	21.4	—	—	—	—	100.0	—	35.7	50.0	—	—	7.2	7.2	85.7	7.2

Table 51

Percentage Distribution of Employers' Responses by Program-type by Specialty Regarding the Degree of Importance and Degree of Accomplishment of Objective No. 15 (N=57)

Employers	n	Importance (%)						Total Important Responses (%)	Total Not Important Responses (%)	Accomplishment (%)						Total Accomplished Responses (%)	Total Not Accomplished Responses (%)
		5	4	3	2	1	NR			5	4	3	2	1	NR		
All Respondents	57	38.6	42.1	8.8	1.8	3.5	3.5	80.7	5.3	21.1	35.1	17.5	8.8	3.5	14.0	56.1	12.3
Long Vocational																	
Auto Mechanics	13	46.2	46.2	—	—	—	7.7	92.4	—	38.5	30.8	7.7	7.7	—	15.4	69.3	7.7
Bus. Education	16	18.8	43.8	6.3	6.3	12.5	12.5	62.6	—	12.5	31.3	12.5	18.8	6.3	18.8	43.8	25.1
Carpentry	7	28.6	71.4	—	—	—	—	100.0	—	14.3	42.9	14.3	14.3	—	14.3	57.2	14.3
Cloth & Tex.	7	71.4	14.3	14.3	—	—	—	85.7	—	42.9	28.6	14.3	—	—	14.3	71.5	—
Total	43	37.2	44.2	4.7	2.3	4.7	4.7	81.4	7.0	25.6	32.6	11.6	11.6	2.3	16.3	58.1	14.0
Short Vocational																	
Auto Servicing	9	55.6	22.2	22.2	—	—	—	77.8	—	11.1	44.4	44.4	—	—	—	55.5	—
Shop Joinery	5	20.0	60.0	20.0	-	—	—	80.0	—	—	40.0	20.0	—	20.0	20.0	40.0	20.0
Total	14	42.9	35.7	21.4	—	—	—	78.6	—	7.2	42.9	35.7	—	7.2	7.2	50.0	7.2

Table 52

Percentage Distribution of Employers' Responses by Program-type by Specialty Regarding the Degree of Importance and Degree of Accomplishment of Objective No. 16 (N=57)

Employers	n	Importance (%)						Total Important Responses (%)	Total Not Important Responses (%)	Accomplishment (%)						Total Accomplished Responses (%)	Total Not Accomplished Responses (%)
		5	4	3	2	1	NR			5	4	3	2	1	NR		
All Respondents	57	40.4	50.9	5.3	—	3.5	—	91.2	3.5	26.3	36.8	12.3	14.0	8.8	1.8	63.2	22.8
Long Vocational																	
Auto Mechanics	13	53.8	30.8	7.7	—	7.7	—	84.6	7.7	38.5	23.1	15.4	7.7	15.4	—	61.6	23.1
Bus. Education	16	25.0	62.5	6.3	—	6.3	—	87.5	6.3	18.8	31.3	18.8	18.8	12.5	—	50.1	31.3
Carpentry	7	28.6	71.4	—	—	—	—	100.0	—	42.9	42.9	—	—	—	14.3	85.8	—
Cloth & Tex.	7	57.1	42.9	—	—	—	—	100.0	—	42.9	28.6	14.3	—	14.3	—	71.5	14.3
Total	43	39.5	51.2	4.7	—	4.7	—	90.7	4.7	32.6	30.2	14.0	9.3	11.6	2.3	62.8	20.9
Short Vocational																	
Auto Servicing	9	33.3	55.6	11.1	—	—	—	88.9	—	11.1	55.6	11.1	22.2	—	—	66.7	22.2
Shop Joinery	5	60.0	40.0	—	—	—	—	100.0	—	—	60.0	—	40.0	—	—	60.0	40.0
Total	14	42.9	50.0	7.2	—	—	—	92.9	—	7.2	57.1	7.2	28.6	—	—	64.3	28.6

Table 53

Percentage Distribution of Employers' Responses by Program-type by Specialty Regarding the Degree of Importance and Degree of Accomplishment of Objective No. 17 (N=57)

Employers		Importance (%)						Total Important Responses (%)	Total Not Important Responses (%)	Accomplishment (%)						Total Accomplished Responses (%)	Total Not Accomplished Responses (%)
	n	5	4	3	2	1	NR			5	4	3	2	1	NR		
All Respondents	57	35.9	33.3	24.6	7.0	--	--	68.4	7.0	17.5	38.6	22.8	7.0	10.5	3.5	56.1	17.5
Long Vocational																	
Auto Mechanics	13	38.5	38.5	7.7	15.4	--	--	77.0	15.4	15.4	38.5	15.4	15.4	15.4	--	53.9	30.8
Bus. Education	16	25.0	25.0	43.8	6.3	--	--	50.0	6.3	12.5	25.0	37.5	6.3	12.5	6.3	37.5	18.8
Carpentry	7	28.6	42.9	28.6	--	--	--	71.5	--	28.6	57.1	--	--	--	14.3	85.7	--
Cloth & Tex.	7	85.7	14.3	--	--	--	--	100.0	--	42.9	42.9	--	--	--	14.3	85.8	--
Total	43	39.5	30.2	23.3	7.0	--	--	69.8	7.0	20.9	37.2	18.6	7.0	11.6	4.7	58.1	18.6
Short Vocational																	
Auto Servicing	9	22.2	44.4	22.2	11.1	--	--	66.6	11.1	11.1	44.4	33.3	11.1	--	--	55.5	11.1
Shop Joinery	5	20.0	40.0	40.0	--	--	--	60.0	--	--	40.0	40.0	--	20.0	--	40.0	20.0
Total	14	21.4	42.9	28.6	7.2	--	--	64.3	7.2	7.2	42.9	35.7	7.2	7.2	--	50.0	14.3

Table 54

Percentage Distribution of Employers' Responses by Program-type by Specialty Regarding the Degree of Importance and Degree of Accomplishment of Objective No. 18 (N=57)

Employers	n	Importance (%)						Total Important Responses (%)	Total Not Important Responses (%)	Accomplishment (%)						Total Accomplished Responses (%)	Total Not Accomplished Responses (%)
		5	4	3	2	1	NR			5	4	3	2	1	NR		
All Respondents	57	38.6	42.1	10.5	7.0	1.8	--	80.7	8.8	17.5	45.6	12.3	5.3	12.3	7.0	63.2	17.5
Long Vocational																	
Auto Mechanics	13	38.5	38.5	15.4	7.7	—	—	77.0	7.7	38.5	23.1	7.7	—	23.1	7.7	61.6	23.1
Bus. Education	16	31.3	37.5	6.3	18.8	6.3	—	68.8	25.1	—	37.5	18.8	18.8	18.8	6.3	37.5	37.2
Carpentry	7	42.9	42.9	14.3	—	—	—	85.8	—	14.3	57.1	14.3	—	—	14.3	71.4	—
Cloth & Tex.	7	42.9	57.1	—	—	—	—	100.0	—	28.6	42.9	14.3	—	14.3	--	71.5	14.3
Total	43	37.2	41.9	9.3	9.3	2.3	—	79.1	11.6	18.6	37.2	14.0	7.0	16.3	7.0	58.8	23.2
Short Vocational																	
Auto Servicing	9	33.3	44.4	22.2	—	—	—	77.7	—	11.1	77.8	11.1	—	—	—	88.9	—
Shop Joinery	5	60.0	40.0	—	—	—	—	100.0	—	20.0	60.0	—	—	—	20.0	80.0	—
Total	14	42.9	42.9	14.3	—	—	—	85.7	—	14.3	71.4	7.2	—	—	7.2	85.7	—

Table 55

Percentage Distribution of Employers' Responses by Program-type by Specialty Regarding the Degree of Importance and Degree of Accomplishment of Objective No. 19 (N=57)

Employers	n	Importance (%) 5	4	3	2	1	NR	Total Important Responses (%)	Total Not Important Responses (%)	Accomplishment (%) 5	4	3	2	1	NR	Total Accomplished Responses (%)	Total Not Accomplished Responses (%)
All Respondents	57	50.8	42.1	1.8	3.5	1.8	--	93.0	5.3	33.3	45.6	15.8	--	5.3	--	78.9	5.3
Long Vocational																	
Auto Mechanics	13	69.2	30.8	--	--	--	--	100.0	--	38.5	38.5	23.1	--	--	--	77.0	--
Bus. Education	16	62.6	25.0	--	6.3	6.3	--	87.5	12.6	43.8	31.3	12.5	--	12.5	--	75.1	12.5
Carpentry	7	28.6	71.4	--	--	--	--	100.0	--	28.6	71.4	--	--	--	--	100.0	--
Cloth & Tex.	7	71.4	14.3	--	14.3	--	--	85.7	14.3	42.9	42.9	--	--	--	14.3	85.5	--
Total	43	60.5	32.6	--	4.7	2.3	--	93.0	7.0	39.5	41.9	11.6	--	7.0	--	81.4	7.0
Short Vocational																	
Auto Servicing	9	11.1	88.9	--	--	--	--	100.0	--	11.1	55.6	33.3	--	--	--	66.7	--
Shop Joinery	5	40.0	40.0	20.0	--	--	--	80.0	--	20.0	60.0	20.0	--	--	--	80.0	--
Total	14	21.4	71.4	7.2	--	--	--	92.9	--	14.3	57.1	28.6	--	--	--	71.4	--

Table 56

Percentage Distribution of Employers' Responses by Program-type by Specialty Regarding the Degree of Importance and Degree of Accomplishment of Objective No. 20 (N=57)

Employers		Importance (%)						Total Important Responses (%)	Total Not Important Responses (%)	Accomplishment (%)						Total Accomplished Responses (%)	Total Not Accomplished Responses (%)
	n	5	4	3	2	1	NR			5	4	3	2	1	NR		
All Respondents	57	49.1	29.8	14.0	1.8	3.5	1.8	78.9	5.3	21.1	31.6	21.1	10.5	7.0	8.8	52.6	17.5
Long Vocational																	
Auto Mechanics	13	61.5	15.4	7.7	—	—	—	76.9	—	38.5	38.5	7.7	7.7	—	7.7	77.7	7.7
Bus. Education	16	43.8	37.5	6.3	—	12.5	—	81.3	12.5	12.5	31.3	12.5	12.5	25.0	6.3	43.8	37.5
Carpentry	7	14.3	71.4	—	—	—	14.3	85.7	—	—	28.6	42.9	—	—	28.6	28.6	—
Cloth & Tex.	7	71.4	14.3	14.3	—	—	—	85.7	—	57.1	—	42.9	—	—	—	57.1	—
Total	43	48.8	32.6	11.6	—	4.7	2.3	81.4	4.7	25.6	28.0	20.9	7.0	9.3	9.3	53.5	16.3
Short Vocational																	
Auto Servicing	9	55.6	22.2	22.2	—	—	—	78.8	—	11.1	44.4	22.2	22.2	—	—	55.5	22.2
Shop Joinery	5	40.0	20.0	20.0	20.0	—	—	60.0	20.0	—	40.0	20.0	20.0	—	20.0	40.0	20.0
Total	14	50.0	21.4	21.4	7.2	—	—	71.4	7.2	7.2	42.9	21.4	21.4	—	7.2	50.0	21.4

Table 57

Percentage Distribution of Employers' Responses by Program-type by Specialty Regarding the Degree of Importance and Degree of Accomplishment of Objective No. 21 (N=57)

Employers	n	Importance (%)						Total Important Responses (%)	Total Not Important Responses (%)	Accomplishment (%)						Total Accomplished Responses (%)	Total Not Accomplished Responses (%)
		5	4	3	2	1	NR			5	4	3	2	1	NR		
All Respondents	57	43.9	36.8	17.5	1.8	—	—	80.7	2.3	22.8	36.8	24.6	7.0	3.5	5.3	59.6	10.5
Long Vocational																	
Auto Mechanics	13	46.2	30.8	23.1	—	—	—	77.0	—	30.8	38.5	15.4	7.7	—	7.7	69.3	7.7
Bus. Education	16	50.0	37.5	6.3	6.3	—	—	87.5	6.3	31.3	31.3	12.5	12.5	12.5	—	62.6	25.0
Carpentry	7	14.3	57.1	28.6	—	—	—	71.4	—	—	42.8	42.8	—	—	14.3	42.8	—
Cloth & Tex.	7	42.9	28.6	28.6	—	—	—	71.5	—	42.8	14.3	28.6	—	—	14.3	57.1	—
Total	43	41.9	37.2	18.6	2.3	—	—	79.1	2.3	27.9	32.6	20.9	7.0	4.7	7.0	60.5	11.7
Short Vocational																	
Auto Servicing	9	55.6	33.3	11.1	—	—	—	88.9	—	11.1	55.5	22.2	11.1	—	—	66.6	11.1
Shop Joinery	5	40.0	40.0	20.0	—	—	—	80.0	—	—	40.0	60.0	—	—	—	40.0	—
Total	14	50.0	35.7	14.3	—	—	—	85.7	—	7.1	50.0	35.7	7.1	—	—	57.1	7.1

Table 58

Percentage Distribution of Employers' Responses by Program-type by Specialty Regarding the Degree of Importance and Degree of Accomplishment of Objective No. 22 (N=57)

Employers	n	Importance (%)						Total Important Responses (%)	Total Not Important Responses (%)	Accomplishment (%)						Total Accomplished Responses (%)	Total Not Accomplished Responses (%)
		5	4	3	2	1	NR			5	4	3	2	1	NR		
All Respondents	57	33.3	45.6	19.3	—	—	1.8	78.9	—	22.8	22.8	33.3	3.5	7.0	10.5	45.6	10.5
Long Vocational																	
Auto Mechanics	13	46.2	46.2	—	—	—	7.7	92.4	—	30.8	30.8	23.1	—	7.7	7.7	61.6	7.7
Bus. Education	16	25.0	56.3	18.8	—	—	—	81.3	—	25.0	18.8	12.5	12.5	18.8	12.5	43.8	31.3
Carpentry	7	14.3	42.9	42.9	—	—	—	57.2	—	14.3	—	71.4	—	—	14.3	14.3	—
Cloth & Tex.	7	71.4	—	28.6	—	—	—	71.4	—	42.9	14.3	28.6	—	—	14.3	57.2	—
Total	43	37.2	41.9	18.6	—	—	2.3	79.1	—	28.0	18.6	28.0	4.7	9.3	11.6	46.5	14.0
Short Vocational																	
Auto Servicing	9	22.2	55.6	22.2	—	—	—	77.8	—	11.1	33.3	55.6	—	—	—	44.4	—
Shop Joinery	5	20.0	60.0	20.0	—	—	—	80.0	—	—	40.0	40.0	—	—	20.0	40.0	—
Total	14	21.4	57.1	21.4	—	—	—	78.6	—	7.2	35.7	50.0	—	—	7.2	42.9	—

Table 59

Frequency and Percentage Distribution of the Vocational Teachers' Responses regarding the Degree of Importance of the 22 Objectives of the "Stage" (N=6)

Objectives	Degree of Importance (f)						Degree of Importance (%)						Total Important Responses (%)	Total Not Important Responses (%)
	5	4	3	2	1	NR	5	4	3	2	1	NR		
No. 1	4	2	--	--	--	--	66.7	33.3	--	--	--	--	100.0	--
No. 2	2	3	1	--	--	--	33.3	50.0	16.7	--	--	--	83.4	--
No. 3	4	2	--	--	--	--	66.7	33.3	--	--	--	--	100.0	--
No. 4	5	1	--	--	--	--	83.3	16.7	--	--	--	--	100.0	--
No. 5	4	1	1	--	--	--	66.7	16.7	16.7	--	--	--	83.4	--
No. 6	5	--	1	--	--	--	83.3	16.7	--	--	--	--	100.0	--
No. 7	3	3	--	--	--	--	50.0	50.0	--	--	--	--	100.0	--
No. 8	3	3	--	--	--	--	50.0	50.0	--	--	--	--	100.0	--
No. 9	1	3	2	--	--	--	16.7	50.0	33.3	--	--	--	66.7	--
No. 10	4	1	1	--	--	--	66.7	16.7	16.7	--	--	--	83.4	--
No. 11	4	2	--	--	--	--	66.7	33.3	--	--	--	--	100.0	--
No. 12	3	3	--	--	--	--	50.0	50.0	--	--	--	--	100.0	--
No. 13	3	3	--	--	--	--	50.0	50.0	--	--	--	--	100.0	--
No. 14	5	1	--	--	--	--	83.3	16.7	--	--	--	--	100.0	--
No. 15	4	1	1	--	--	--	66.7	16.7	16.7	--	--	--	83.4	--
No. 16	5	1	--	--	--	--	83.3	16.7	--	--	--	--	100.0	--
No. 17	4	2	--	--	--	--	66.7	33.3	--	--	--	--	100.0	--
No. 18	3	3	--	--	--	--	50.0	50.0	--	--	--	--	100.0	--
No. 19	6	--	--	--	--	--	100.0	--	--	--	--	--	100.0	--
No. 20	5	1	--	--	--	--	83.3	16.7	--	--	--	--	100.0	--
No. 21	6	--	--	--	--	--	100.0	--	--	--	--	--	100.0	--
No. 22	4	2	--	--	--	--	66.7	33.3	--	--	--	--	100.0	--

Table 60

Frequency and Percentage Distribution of the Vocational Teachers' Responses regarding the Degree of Accomplishment of the 22 Objectives of the "Stage" (N=6)

Objectives	Degree of Accomplishment (f)						Degree of Accomplishment (%)						Total Accomplished Responses (%)	Total Not Accomplished Responses (%)
	5	4	3	2	1	NR	5	4	3	2	1	NR		
No. 1	3	2	1	--	--	--	50.0	33.3	16.7	--	--	--	83.3	--
No. 2	3	2	1	--	--	--	50.0	33.3	16.7	--	--	--	100.0	--
No. 3	2	3	1	--	--	--	33.3	50.0	16.7	--	--	--	83.3	--
No. 4	3	1	1	1	--	--	50.0	16.7	16.7	16.7	--	--	66.7	16.7
No. 5	1	4	1	--	--	--	16.7	66.7	16.7	--	--	--	83.4	--
No. 6	2	3	1	--	--	--	33.3	50.0	16.7	--	--	--	83.3	--
No. 7	2	2	1	--	--	1	33.3	33.3	16.7	--	--	--	66.6	--
No. 8	1	4	1	--	--	--	16.7	66.7	16.7	--	--	--	83.4	
No. 9	1	2	2	1	--	--	16.7	33.3	33.3	16.7	--	--	50.0	16.7
No. 10	2	3	1	--	--	--	33.3	50.0	16.7	--	--	--	83.3	--
No. 11	2	2	2	--	--	--	33.3	33.3	33.3	--	--	--	66.6	--
No. 12	2	3	1	--	--	--	33.3	50.0	16.7	--	--	--	83.3	--
No. 13	1	2	2	1	--	--	16.7	33.3	33.3	16.7	--	--	50.0	16.7
No. 14	5	1	--	--	--	--	83.3	16.7	--	--	--	--	100.0	--
No. 15	2	2	2	--	--	--	33.3	33.3	33.3	--	--	--	66.6	--
No. 16	5	1	--	--	--	--	83.3	16.7	--	--	--	--	100.0	--
No. 17	1	3	1	1	--	--	16.7	50.0	16.7	16.7	--	--	66.7	--
No. 18	--	3	--	2	1	--	--	50.0	--	33.3	16.7	--	50.0	50.0
No. 19	5	--	1	--	--	--	83.3	--	16.7	--	--	--	83.3	--
No. 20	3	2	1	--	--	--	50.0	33.3	16.7	--	--	--	83.3	--
No. 21	3	2	1	--	--	--	50.0	33.3	16.7	--	--	--	83.3	--
No. 22	1	2	1	1	1	--	16.7	33.3	16.7	16.7	16.7	--	50.0	33.4

Table 61

Comparison of Students, Employers and Voc. Teachers Responses
Regarding the Importance of the 10 Student Oriented
Objectives of the "Stage"

Objectives	Students (N=72)			Employers (N=57)			Voc. Teachers (N=6)		
	Total Important Responses (%)	Total Not Important Responses (%)	NR	Total Important Responses (%)	Total Not Important Responses (%)	NR	Total Important Responses (%)	Total Not Important Responses (%)	NR
No. 1	95.8	—	—	96.5	—	—	100.0	—	—
No. 2	95.8	—	—	86.0	—	—	83.0	—	—
No. 3	93.1	—	—	82.5	—	1.8	100.0	—	—
No. 4	90.3	—	—	91.2	—	—	100.0	—	—
No. 5	69.4	1.4	4.2	64.9	2.4	1.8	83.4	—	—
No. 6	90.3	—	—	91.2	1.3	1.8	100.0	—	—
No. 7	83.3	2.8	—	98.2	—	—	100.0	—	—
No. 8	93.1	—	—	91.2	—	1.8	100.0	—	—
No. 9	84.7	—	1.4	73.7	5.2	3.5	66.7	—	—
No. 10	86.1	1.4	1.4	73.7	5.2	1.8	53.4	—	—

Table 62

Comparison of Students, Employers and Voc. Teachers Responses
Regarding the Accomplishment of the 10 Student Oriented Objectives
of the "Stage"

Objectives	Students (N=72)			Employers (N=57)			Voc. Teachers (N=6)		
	Total Accomplished Responses (%)	Total Not Accomplished Responses (%)	NR	Total Accomplished Responses (%)	Total Not Accomplished Responses (%)	NR	Total Accomplished Responses (%)	Total Not Accomplished Responses (%)	NR
No. 1	92.4	7.6	—	89.5	—	1.8	83.3	—	—
No. 2	91.9	8.1	—	86.0	3.5	1.8	100.0	—	—
No. 3	80.6	18.1	.7	87.7	1.8	1.8	83.3	—	—
No. 4	88.2	11.8	—	66.6	7.0	—	66.7	16.7	—
No. 5	80.6	13.9	1.4	54.4	12.3	5.3	83.4	—	—
No. 6	89.3	10.7	—	77.2	1.8	1.8	83.3	—	—
No. 7	78.5	21.0	.7	86.0	3.5	1.8	66.6	—	—
No. 8	80.6	19.4	2.8	87.7	1.8	1.8	83.4	—	—
No. 9	84.7	15.3	—	57.9	12.3	5.3	50.0	16.7	—
No. 10	82.0	18.0	—	61.4	7.0	7.0	83.3	—	—

Table 63

Comparison of Employers and Voc. Teachers Responses Regarding
the Importance and Accomplishment of the 5 Teachers
Oriented Objectives of the "Stage"
(No. 11 to 15)

Objectives	Importance of Objectives						Accomplishment of Objectives					
	Employers (N=57)			Voc. Teachers (N=6)			Employers (N=57)			Voc. Teachers (N=6)		
	Total Important Responses (%)	Total Not Important Responses (%)	NR	Total Important Responses (%)	Total Not Important Responses (%)	NR	Total Accomplished Responses (%)	Total Not Accomplished Responses (%)	NR	Total Accomplished Responses (%)	Total Not Accomplished Responses (%)	NR
No. 11	89.5	5.2	--	100.0	--	--	63.2	12.3	1.3	66.6	--	--
No. 12	80.7	5.2	3.5	100.0	--	--	64.9	10.5	3.5	83.3	--	--
No. 13	77.2	3.5	3.5	100.0	--	--	61.4	8.8	7.0	50.0	16.7	--
No. 14	84.2	7.0	1.8	100.0	--	--	73.7	5.3	14.0	100.0	--	--
No. 15	80.7	--	3.5	83.4	--	--	56.1	12.3	14.0	66.6	--	--

Table 64

Comparison of Employers and Voc. Teachers Responses Regarding the Importance and Accomplishment of the 4 Employers Oriented Objectives of the "Stage"
(No. 16 to 19)

Objectives	Importance of Objectives						Accomplishment of Objectives					
	Employers (N=57)			Voc. Teachers (N=6)			Employers (N=57)			Voc. Teachers (N=6)		
	Total Important Responses (%)	Total Not Important Responses (%)	NR	Total Important Responses (%)	Total Not Important Responses (%)	NR	Total Accomplished Responses (%)	Total Not Accomplished Responses (%)	NR	Total Accomplished Responses (%)	Total Not Accomplished Responses (%)	NR
No. 16	91.2	3.5	—	100.0	—	—	63.2	22.8	1.8	100.0	—	—
No. 17	68.4	7.0	—	100.0	—	—	56.1	17.5	3.5	66.7	—	—
No. 18	80.7	8.8	—	100.0	—	—	63.2	17.5	7.0	50.0	50.0	—
No. 19	93.0	5.3	—	100.0	—	—	78.9	5.3	—	83.3	—	—

Table 65

Comparison of Employers and Voc. Teachers Responses Regarding
the Importance and Accomplishment of the 3 School Board
Oriented Objectives of the "Stage"
(No. 20 to 22)

Objectives	Importance of Objectives						Accomplishment of Objectives					
	Employers (N=57)			Voc. Teachers (N=6)			Employers (N=57)			Voc. Teachers (N=6)		
	Total Important Responses (%)	Total Not Important Responses (%)	NR	Total Important Responses (%)	Total Not Important Responses (%)	NR	Total Accomplished Responses (%)	Total Not Accomplished Responses (%)	NR	Total Accomplished Responses (%)	Total Not Accomplished Responses (%)	NR
No. 20	78.9	5.3	1.8	100.0	—	—	52.6	17.5	8.8	83.3	—	--
No. 21	80.7	1.8	--	100.0	—	--	80.7	1.8	—	83.3	—	—
No. 22	78.9	--	1.8	100.0	—	—	45.6	10.5	10.5	50.0	33.4	—

Table 66

Distribution of Employers' and Teachers' Mean Discrepancy Scores for the 22 Program Objectives

(Size of Discrepancy: + Small; x Medium; * Large; = 0)

Objectives		Vocational Teachers (N=6)			Employers (N=57)		
		Mean Degree of Importance	Mean Degree of Accomplishment	Mean Discrepancy Scores	Mean Degree of Importance	Mean Degree of Accomplishment	Mean Discrepancy Scores
Students	No. 1	4.7	4.3	0.4 x	4.7	4.2	0.5 x
	No. 2	4.2	4.3	0.1 +	4.3	4.1	0.2 +
	No. 3	4.7	4.1	0.6 x	4.5	4.3	0.2 +
	No. 4	4.8	4.0	0.8 *	4.5	3.9	0.6 x
	No. 5	4.5	4.0	0.5 x	3.8	3.4	0.4 x
	No. 6	4.7	4.1	0.6 x	4.4	4.0	0.4 x
	No. 7	4.5	3.7	0.8 *	4.4	4.2	0.2 +
	No. 8	4.5	4.0	0.5 x	4.5	4.2	0.3 +
	No. 9	3.8	3.5	0.3 +	3.9	3.5	0.4 x
	No. 10	4.5	4.1	0.4 x	4.0	3.5	0.5 =
Teachers	No. 11	4.7	4.0	-0.7 x	4.4	3.7	-0.3 x
	No. 12	4.5	4.1	-0.4 x	4.2	3.7	-0.5 x
	No. 13	4.5	3.5	-1.0 *	4.0	3.5	-0.5 x
	No. 14	4.8	4.8	0.0 =	4.2	3.6	-0.6 x
	No. 15	4.5	4.0	-0.5 x	4.0	3.2	-0.8 *
Employers	No. 16	4.8	4.8	0.0 =	4.2	3.4	-0.8 *
	No. 17	4.7	3.7	-1.0 *	4.0	3.4	-0.6 x
	No. 18	4.5	2.8	-1.7 *	4.1	3.3	-0.8 *
	No. 19	5.0	4.7	-0.3 +	4.4	4.0	-0.4 x
Sch. Bd.	No. 20	4.8	4.3	-0.5 x	4.0	3.2	-0.8 *
	No. 21	5.0	4.3	-0.7 x	4.2	4.2	0.0 =
	No. 22	4.7	3.2	-1.5 *	4.1	3.2	0.9 *

Table 67

Frequency and Percentage Distribution of Students' Responses by Program Type and by Specialty Regarding the Degree of Importance of Coordination Visits (N=72)

Students	n	Frequency (f)						Percentage (%)						Total Important Responses (%)	Total Not Important Responses (%)
		5	4	3	2	1	NR	5	4	3	2	1	NR		
All Respondents	72	33	12	14	7	5	1	45.8	16.7	19.4	9.7	6.9	1.4	62.5	16.7
Long Vocational															
Auto Mechanics	14	8	1	2	2	1	--	57.1	7.1	14.3	14.3	7.1	--	64.2	21.4
Business Education	22	7	3	5	3	3	1	31.8	13.6	22.7	13.6	13.6	4.5	45.4	27.2
Carpentry	9	3	2	2	1	1	--	33.3	22.2	22.2	11.1	11.1	--	55.5	22.2
Clothing & Textiles	9	4	2	2	1	--	--	44.4	22.2	22.2	11.1	--	--	66.6	11.1
Total	54	22	8	11	7	5	1	40.7	14.8	20.4	13.0	9.3	1.9	55.5	22.2
Short Vocational															
Auto Servicing	11	6	2	3	--	--	--	54.5	18.2	27.3	--	--	--	72.7	--
Shop Joinery	7	5	2	--	--	--	--	71.4	28.6	--	--	--	--	100.0	--
Total	18	11	4	3	--	--	--	61.1	22.2	16.7	--	--	--	83.3	

Table 68

Frequency and Percentage Distribution of the Students' Responses by Program-Type by Specialty Related to "Occupational Information" (N=72)

				Status at time of Survey (July/Aug 82)												Nature of Employment						Transfer of Training					
		Applied for job with cooperative employer		Hired by cooperative employer		Employed full-time		Employed part-time		Unemployed Seeking job		Unemployed Not seeking job		Further education		In specialty		Related to training		Not related to training		Great extent		Very little		Not at all	
Students	N	(f)	(%)	(f)	(%)	(f)	(%)	(f)	(%)	(f)	(%)	(f)	(%)	(f)	(%)	(f)	(%)	(f)	(%)	(f)	(%)	(f)	(%)	(f)	(%)	(f)	(%)
All Resps.	72	34	47.2	10	29.0	19	26.4	13	18.1	22	30.6	—	—	17	23.6	11	34.4	4	12.5	17	53.1	3	17.6	10	58.8	4	23.6
Long Voc.																											
Auto Mech.	14	6	42.9	1	16.7	4	28.5	1	7.1	4	28.5	—	—	4	28.5	—	—	1	7.1	4	26.6	—	—	3	21.4	1	7.1
Bus. Ed.	22	7	31.8	4	57.1	5	22.7	6	27.3	6	27.3	—	—	5	22.7	4	18.1	2	9.1	5	22.7	2	9.1	—	—	3	13.6
Carpentry	9	6	66.6	1	16.7	3	33.3	1	11.1	1	11.1	—	—	4	44.4	1	11.1	—	—	3	33.3	—	—	3	33.3	—	—
Cloth & Text.	9	3	33.3	1	33.3	4	44.4	1	11.1	3	33.3	—	—	1	11.1	4	44.4	—	—	1	11.1	—	—	1	11.1	—	—
Total	54	22	40.7	7	31.8	16	29.6	8	14.8	14	25.9	—	—	14	25.9	9	16.7	3	5.6	13	24.1	2	3.7	7	13.0	4	7.4
Short Voc.																											
Auto Serv.	11	7	63.6	1	14.3	2	18.2	3	27.3	5	45.5	—	—	1	9.1	1	9.1	—	—	4	36.4	1	9.1	2	18.2	—	—
Shop Joinery	7	5	71.4	2	40.0	1	14.3	1	14.3	3	42.9	—	—	2	28.5	1	14.3	1	14.3	—	—	—	—	1	14.3	—	—
Total	18	12	66.7	3	25.0	3	16.7	4	22.2	8	44.4	—	—	3	16.7	2	11.1	1	5.6	4	22.2	1	5.6	3	16.7	—	—

Table 69

Frequency and Percentage Distribution of Students' Responses by Program-type by Specialty Regarding Difficulties Encountered During the "Stage"--1981-82 (N=72)

Students	N	Unsufficient Knowledge of Trade		Transportation		Assignments too Hard		Lack of Speed		Too Timid		Total No. of Students having Encountered Difficulties	
		(f)	(%)	(f)	(%)	(f)	(%)	(f)	(%)	(f)	(%)	(f)	(%)
All Respondents	72	10	13.9	1	1.4	2	2.8	2	2.8	1	1.4	16	22.2
Long Vocational													
Auto Mechanics	14	4	28.6	—	—	—	—	—	—	—	—	4	28.6
Business Education	22	2	9.1	—	—	—	—	—	—	—	—	2	9.1
Carpentry	9	—	—	1	11.1	1	11.1	1	11.1	—	—	3	33.3
Clothing & Textiles	9	1	11.1	—	—	1	11.1	1	11.1	1	11.1	4	44.4
Total	54	7	13.0	1	1.9	2	3.7	2	3.7	1	1.9	13	24.1
Short Vocational													
Auto Servicing	11	1	9.1	—	—	—	—	—	—	—	—	1	9.1
Shop Joinery	7	2	28.5	—	—	—	—	—	—	—	—	2	28.5
Total	18	3	16.7	—	—	—	—	—	—	—	—	3	16.7

Table 70

Frequency and Percentage Distribution of Students' Responses
by Program-Type by Specialty Regarding
"What the Students Liked Best" during their "Stages"
1981-82 (N=72)

		Learning New Skills		Learning New Methods		Employers Confidence in Students		Applying Theory to Practical Situation		Nature of Work		Good Variety of Assignments		Worked on Computers, Telex & Other New Equipment		Friendly Relationship with Employers & Other Employees		Having Responsibility		Facilitate Transportation from School to Work	
Students	N	(f)	(%)	(f)	(%)	(f)	(%)	(f)	(%)	(f)	(%)	(f)	(%)	(f)	(%)	(f)	(%)	(f)	(%)	(f)	(%)
All Respondents	72	14	19.4	8	11.1	10	13.9	3	4.2	6	8.4	5	6.9	18	11.1	10	13.9	3	4.2	6	8.4
Long Vocational																					
Auto Mechanics	14	3	21.4	1	7.1	1	7.1	1	7.1	3	21.4	1	7.1	1	7.1	—	—	—	—	—	—
Business Education	22	1	4.5	1	4.5	3	13.6	1	4.5	2	9.1	2	9.1	6	27.2	5	22.7	1	4.5	2	9.1
Carpentry	9	4	44.4	2	22.2	1	11.1	—	—	—	—	—	—	—	—	1	11.1	—	—	—	—
Cloth. & Textiles	9	1	11.1	1	11.1	4	44.4	—	—	1	11.1	—	—	—	—	3	33.3	—	—	4	44.4
Total	54	9	16.7	5	9.3	9	16.7	2	3.7	5	9.3	3	5.6	7	13.0	9	16.7	1	1.9	6	11.1
Short Vocational																					
Auto Servicing	11	3	27.3	1	9.1	—	—	—	—	—	—	—	—	—	—	1	9.1	2	18.2	—	—
Shop Joinery	7	2	28.6	2	28.6	1	14.3	1	14.3	—	—	2	28.6	1	14.3	—	—	—	—	—	—
Total	18	5	27.8	3	16.7	1	5.6	1	5.6	—	—	2	11.1	1	5.6	1	5.6	2	11.1	—	—

Table 71

Frequency and Percentage Distribution of Students' Responses by Program Type and by Specialty Regarding "What the Students Liked Least" during their "Stage" 1981-82 (N=72)

		Cleaning Up		Repetition Work		Insufficient Work to do		Nature of Assignments		Unsufficient Responsibility		Employer's Attitude		Customers' Attitudes		Coordination Visits		No Salaries	
Students	N	(f)	(%)	(f)	(%)	(f)	(%)	(f)	(%)	(f)	(%)	(f)	(%)	(f)	(%)	(f)	(%)	(f)	(%)
All Respondents	72	5	6.9	10	13.9	6	8.3	7	9.7	2	2.8	2	2.8	2	2.8	3	4.2	2	2.8
Long Vocational																			
Auto Mechanics	14	2	14.3	2	14.3	1	7.1	3	21.4	—	—	—	—	—	—	—	—	—	—
Business Education	22	—	—	3	13.6	1	4.5	3	13.6	—	—	—	—	—	—	1	4.5	—	—
Carpentry	9	—	—	3	33.3	2	22.2	1	11.1	—	—	—	—	1	11.1	1	11.1	—	—
Cloth. & Textiles	9	1	11.1	—	—	2	22.2	—	—	2	22.2	—	—	1	11.1	1	11.1	1	11.1
Total	54	3	5.6	8	14.8	6	11.1	7	13	2	3.7	—	—	2	3.7	3	5.6	1	1.9
Short Vocational																			
Auto Servicing	11	—	—	1	9.1	—	—	—	—	—	—	—	—	—	—	—	—	1	9.1
Shop Joinery	7	2	22.2	1	14.3	—	—	—	—	—	—	1	14.3	—	—	—	—	—	—
Total	18	2	11.1	2	11.1	—	—	—	—	—	—	1	11.1	—	—	—	—	1	11.1

Table 72

Frequency and Percentage Distribution of Students' Responses by Program Type and by Specialty Regarding Desirable Changes to Improve the "Stage"
1981-82 (N=72)

		Extend the Period of the "Stage"		Shorter Period of "Stage"		Abolish Coordination Visits		Provide More Variety of Learning Experiences		Give More Responsibility to Students		Provide Training Plans to Employers		Make Better Selection of Work Stations		Salary While on "Stage"	
Students	N	(f)	(%)	(f)	(%)	(f)	(%)	(f)	(%)	(f)	(%)	(f)	(%)	(f)	(%)	(f)	(%)
All Respondents	72	33	45.8	2	2.8	4	5.5	6	8.3	1	1.4	3	4.2	2	2.8	1	1.4
Long Vocational																	
Auto Mechanics	14	7	50.0	—	—	—	—	1	7.2	—	—	—	—	—	—	—	—
Business Education	22	4	18.2	1	4.5	1	4.5	3	13.6	—	—	1	4.5	—	—	—	—
Carpentry	9	2	22.2	—	—	—	—	—	—	1	11.1	—	—	1	11.1	—	—
Cloth. & Textiles	9	2	22.2	—	—	1	11.1	—	—	—	—	1	11.1	1	11.1	—	—
Total	54	15	27.8	1	1.9	2	3.7	4	7.4	1	1.9	2	3.7	2	3.7	—	—
Short Vocational																	
Auto Servicing	11	2	18.1	—	—	—	—	1	9.1	—	—	1	9.1	—	—	1	9.1
Shop Joinery	7	1	14.2	—	—	—	—	1	14.2	—	—	—	—	—	—	—	—
Total	18	3	16.7	—	—	—	—	2	11.1	—	—	1	5.6	—	—	1	5.6

Table 73

Distribution of Employers' Responses Regarding the Overall Assessment of the "Stage" (N=57)

Employers	N	Readiness of students before "stage"			Duration of "stage"			Timing of "stage" for business & industry			Timing of "stage" in curriculum			Use of "stage" as a recruitment tool			Employers hiring students thru "stage" 1982	Hired if vacancy existed			No. of vocational graduates hired thru "stage"	Vocational graduates still at employ
		(%)			(%)			(%)			(%)			(%)				(f)				
		Yes	No	NR	Yes	No	NR	Yes	No	NR	Yes	No	NR	Yes	No	NR	(f)	Yes	No	NR	(f)	f
All Respondents	57	64.9	29.8	5.3	68.4	29.8	1.8	91.2	7.0	1.8	87.7	7.0	5.3	47.4	49.1	3.5	10	37	9	2	53	18
Long Vocational																						
Auto Mech.	13	69.2	15.4	15.4	61.5	30.8	7.8	92.3	—	7.8	76.9	7.8	15.4	30.8	53.8	15.4	2	8	2	1	13	3
Bus. Ed.	16	75.0	25.0	—	75.0	25.0	—	93.8	6.2	—	87.5	6.2	6.2	43.8	56.3	—	2	11	2	—	13	7
Carpentry	7	51.1	42.9	—	42.9	51.1	—	85.7	14.3	—	85.7	14.3	—	42.9	51.1	—	2	3	2	—	13	3
Cloth. & Tex.	7	71.4	14.3	14.3	51.1	42.9	—	85.7	14.3	—	100.0	—	—	51.1	42.9	—	2	4	2	—	6	3
Total	43	69.8	23.3	7.0	62.8	34.9	2.3	90.7	7.0	2.3	86.0	7.0	7.0	41.9	53.5	4.7	8	26	8	1	45	16
Short Vocational																						
Auto Serv.	9	44.4	55.5	—	88.9	11.1	—	100.0	—	—	100.0	—	—	55.6	44.4	—	1	8	—	—	4	1
Shop Joinery	5	60.0	40.0	—	80.0	20.0	—	80.0	20.0	—	80.0	20.0	—	80.0	20.0	—	1	3	1	—	4	1
Total	14	50.0	50.0	—	85.7	14.3	—	92.9	7.2	—	92.9	7.2	—	64.3	35.7	—	2	11	1	—	8	2

Table 73 (Continued)

Employers	N	Coop. employers' satisfaction with vocational graduates			Need for advisory committee			Coop. employers' participation in advisory committee			Evaluation of forms			Importance of coordination visits		
		(%)			(%)			(%)			(%)			(%)		
		Yes	No	NR	Yes	No	NR	Yes	No	NR	Yes	No	NR	Yes	No	NR
All Respondents	57	97.9	—	2.1	77.2	14.0	8.8	38.5	59.6	1.8	82.5	10.5	7.0	59.6	31.6	8.8
Long Vocational																
Auto Mech.	13	90.0	—	10.0	61.5	7.8	23.1	23.1	69.2	7.8	76.9	—	23.1	53.8	23.1	23.1
Bus. Ed.	16	100.0	—	—	75.0	12.5	12.5	50.0	50.0	—	87.5	12.5	—	43.8	43.8	12.5
Carpentry	7	100.0	—	—	85.7	14.3	—	42.9	57.1	—	57.1	28.6	14.3	57.1	42.9	—
Cloth. & Tex.	7	100.0	—	—	100.0	—	—	57.1	42.9	—	100.0	—	—	85.7	14.3	—
Total	43	97.5	—	2.3	76.7	11.6	11.6	41.9	55.8	2.3	81.4	9.3	9.3	55.8	32.6	11.6
Short Vocational																
Auto Serv.	9	100.0	—	—	77.8	22.2	—	11.1	88.9	—	77.8	22.2	—	66.7	33.3	—
Shop Joinery	5	100.0	—	—	80.0	20.0	—	60.0	40.0	—	100.0	—	—	80.0	20.0	—
Total	14	100.0	—	—	78.6	21.4	—	28.6	71.4	—	85.7	14.3	—	71.4	28.6	—

Table 74

Distribution of the Students' Mean
Discrepancy Scores for the 10 Student
Oriented Objectives (N=72)

(Size of Discrepancy: = Small; x Medium; * Large; = 0)

Objectives	Mean Degree Of Importance	Mean Degree Of Accomplishment	Mean Discrepency Scores
No. 1	96	92	4 x
No. 2	96	92	4 x
No. 3	93	81	12 *
No. 4	90	88	2 +
No. 5	69	81	-12 *
No. 6	90	89	1 +
No. 7	83	79	4 x
No. 8	93	81	12 *
No. 9	85	85	0 =
No. 10	86	82	4 x

Table 75

Decision Matrix Used to Determine the Relative Priority of Each Objective as Perceived by Vocational Education Students (N=72)

Importance of Objective	SIZE OF DISCREPANCY			
	Large	Medium	Small	None
100 to 80	3, 8 (1)	1, 2, 7, 10 3 (2)	4, 6 (3)	9 (4)
79 to 60	(2)	(3)	5 (4)	(5)
59 to 40	(3)	(4)	(5)	(6)
39 to 10	(4)	(5)	(6)	(7)

N.B. The Numbers Designate the Objective No. (1 to 10) and the Numbers in Parentheses Represent the Order of Priority.

Table 76

Decision Matrix Used to Determine the Relative Priority of Each Objective as Perceived by Cooperative Employers (N=57)

Importance of Objective	SIZE OF DISCREPANCY			
	Large	Medium	Small	None
5.0 to 4.0	15, 16, 18 20, 22 (1)	1, 4, 6, 10 12, 13, 14 17, 19, 11 (2)	2, 3, 7, 8, (3)	21 (4)
3.9 to 3.0	(2)	5, 7 (3)	(4)	(5)
2.9 to 2.0	(3)	(4)	(5)	(6)
1.9 to 1.0	(4)	(5)	(6)	(7)

N.B. The Numbers Designate the Objectives No. (1 to 22) and the Numbers in Parentheses Represent the Order of Priority.

Table 77

Decision Matrix Used to Determine the Relative Priority of Each Objective as Perceived by Vocational Teachers (N=6)

Importance of Objective	SIZE OF DISCREPANCY			
	Large	Medium	Small	None
5.0 to 4.0	4, 7, 13, 17, 18, 22 (1)	1, 3, 5, 6, 8, 10, 11, 12, 15, 20, 21 (2)	2, 19 (3)	14, 16 (4)
3.9 to 3.0	(2)	(3)	9 (4)	(5)
2.9 to 2.0	(3)	(4)	(5)	(6)
1.9 to 1.0	(4)	(5)	(6)	(7)

N.B. The Numbers Designate the Objectives No. (1 to 22) and the Numbers in Parentheses Represent the Order of Priority.

APPENDIX 6

LEGEND FOR INTERPRETING HISTOGRAM

Legend for Interpreting Histograms

Through an arbitrary decision, differences in opinion of 20 percent or more between the respondents were considered as being noteworthy enough to be reported in the analysis. The following legend should be referred to in interpreting the histograms in Figures 4 to 24 regarding the degree of importance and the degree of accomplishment of the 22 objectives of the "stage":

+ Group differences on importance

# Group differences on accomplishment

* Differences between the relative importance of the the objectives and their degree of accomplishment.

For Objectives No. 1 to 10, group difference refers to differences in opinion of 20 percent or more among the three populations (student, employers and teachers); between the long and short vocational students and employers, and between the students and employers involved in the six specialties.

For Objectives No. 11 to 22, group difference refers to differences in opinion of 20 percentage points or more between the total population of employers and teachers, between the population of employers involved in the long and short vocational program, and between the employers involved in the six specialties.